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ABSTRACT

This facilitator's manual, together with the SkillScan deck of cards for career counseling, uses proven concepts, techniques, and exercises to help counselors and trainers help clients do the following: (1) develop career options based on skills; (2) evaluate career change opportunities to optimize their skills and interests; and (3) prepare clients to highlight their skills in resumes and interviews. The manual is organized in six chapters that cover the following: introduction to the SkillScan professional pack; understanding the SkillScan results; fundamentals of skills in career development; career planning and career change strategies, techniques, and resources; self-marketing for the job search; and integrating SkillScan results with standardized career assessments. Chapters include learning objectives, suggestions for learning activities, information on using the SkillScan cards; teaching methods; background information on career planning, case studies, models, and examples. A resource supplement section contains facilitator tools, career planning and career change materials, self-marketing materials such as resume formats and an interview preparation guide, and lists of 11 references for career assessment (interests, personality, and values), 7 references for career exploration, 5 general references, and 8 references to the theoretical literature. A personal skill profile and copies of the SkillScan cards complete the package. (KC)

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SKILLSCAN
PROFESSIONAL PACK

SKILLS - FOCUSED CAREER DEVELOPMENT

Facilitator's Manual

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By Lesah Beckhusen, M.S.

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ACKNOWLEDGMENTS

We wish to acknowledge and thank all of our customers who have supported us with positive feedback, suggestions and purchases over the last few years.

We remain committed to enhancing the knowledge of career development professionals through the application of theory in practical and effective ways. We hope this manual exemplifies this guiding principle.

As a woman-owned small business, we would also like to acknowledge our small business colleagues who have contributed to the production of this manual.

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Lesah Beckhusen
Lorraine Gazzano

SKILLSCAN Professional Pack®
Facilitator's Manual

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PROLOGUE

We are pleased and excited to share with you our unique product and process. Since 1987, the demand for SkillScan has doubled every year. Career counselors, corporate trainers and college counselors consistently report SkillScan as one of their most valuable and favorite tools for identifying skills.

One Product for Multiple Uses

SkillScan is a versatile tool for helping you customize your service for the specific needs of a client or group. Whether you are teaching a career planning course for college students, helping laid off workers find a new job or working with employees in career management, SKILLSCAN Professional Pack provides:

- A single assessment for identifying transferable skills.
- A process for connecting skills identification results with other career assessments.
- Specific strategies for resolving clients' skill-related problems.
- An array of exercises and illustrations for use in one-to-one counseling or group programs.

The New Skillscan Facilitator's Manual

Our new manual extends the range and value of our process by using proven concepts, techniques and exercises to help clients:

- Develop career options based on skills.
- Evaluate career change opportunities to optimize their skills and interests.
- Prepare clients to highlight their skills in resumes and interviews.

Summary

The speed of change in the marketplace compels career development facilitators and workers alike to develop a flexible mix of skills and learn how to adapt their skills to changing employment needs. We believe SkillScan helps the client accomplish this important goal.

Thank you for your purchase of SkillScan. We would appreciate your feedback on the enclosed evaluation form. This will aid us in improving SkillScan in the future.

ABOUT THE AUTHORS

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A specialist in creating career development products and programs. As co-author of SKILLSCAN Professional Pack, she conducts training support for SkillScan's national customer base.

She is developer of New Careers for Attorneys, a specialized attorney career re-evaluation workshop and counseling program. She is also co-developer of a career assessment and career counseling training program for human resources personnel at one of the largest utility companies in the United States.

Her background includes graduate level teaching in the areas of counseling skills and career assessment. She is a faculty member of the John F. Kennedy University Career Development Program in Walnut Creek, California and presents at local and state career conferences.

Lesah holds a B.A. in Psychology and an M.S. in Counseling from San Diego State University. She is a member of the American Society of Training and Development, and the American Association for Career Education.

Lorraine Gazzano, M.A.

Co-author of the SKILLSCAN Professional Pack. She has extensive experience in career and outplacement counseling and programs. As a consultant to businesses, she has developed corporate career management programs to link the SkillScan process with employee performance and competency requirements.

She has designed a specialized course on Self-Assessment for Self-Employment, and conducts presentations on the Portfolio Career at local and state conferences. She is an instructor of career development graduate courses at John F. Kennedy University and is a consulting associate at Alumnae Resources Career Center in San Francisco.

Lorraine's educational background includes an M.A. in Career Development from John F. Kennedy University and a B.A. in Business Education from the University of Florida. She is a member of the American Society of Training and Development, and the Northern California Human Resources Council.

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CHAPTER 1: INTRODUCTION TO THE SKILLSCAN PROFESSIONAL PACK

LEARNING OBJECTIVES

Upon completion of this chapter, you will be able to:

- Identify the tools contained within the SKILLSCAN Professional Pack and describe their use.
- Understand the role of SkillScan in the career development process.
- Determine the types of career problems that the Professional Pack helps solve.
- Successfully administer the SkillScan process.
- Assist clients in identifying a foundation of skill information.

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WHAT IS SKILLSCAN PROFESSIONAL PACK?

The SKILLSCAN Professional Pack is a set of tools to help your clients identify and categorize their transferable skills. It is also a process to help clients in planning a career, making a decision about a career change, and developing a strategy for marketing their transferable skills during their job search.

The SKILLSCAN Professional Pack contains the following:

- A deck of reusable skill cards for identifying client skills.
- A *Personal Skill Profile* to organize and record the identified client skills.
- A *SkillScan Facilitator's Manual*, to help implement SkillScan with clients.

The SKILLSCAN Professional Pack is the only skills identification process that can be used alone or in combination with other career assessments to help clients:

- Identify appropriate career options.
- Evaluate career change opportunities.
- Market their skills to employers.

TYPICAL CAREER COUNSELING PROBLEMS

As a career development facilitator, the following client statements probably sound very familiar to you.

College Student — I don't have any job skills. I've been in college for the last 5 years.

Re-entry Woman — I've been a mother for the last 10 years. What am I qualified to do?

Laid-off Manager — Companies are cutting out their management positions. What else can I do?

Burned out Professional — Teacher, Lawyer, Nurse. I hate my job, but what else can I do?

Support Person — I've just been a clerk. I don't have any other marketable skills.

Most People — I don't know what I want to do when I grow up.

SKILL–RELATED PROBLEMS

In working with thousands of clients over the years, we have discovered some key problems that have had an impact on our clients' abilities to successfully identify their career goals and develop their career. We would like to share with you the process we have devised to overcome these problems.

Several of the fundamental problems that limit a client's ability to make career decisions are listed below.

- Insufficient knowledge of their strongest and most preferred skills, and favorite activities that draw on and cultivate those skills.
- Inability to define and describe their skills. This may be due to confusion, low self-esteem or insufficient vocabulary.
- Little or no understanding of the different skill types they possess.
- Concern about the legitimacy of skills developed and used in unpaid experiences.
- Confusion about which skills to use in the career selection process — skills in which the individual is highly competent or skills which they really enjoy.
- Under high stress or burn-out conditions, the inability to differentiate the stressful environmental elements from job functions and the skills used.
- Lack of information about career options and the skills required to enter, grow and advance in a selected occupation.

THE SOLUTION

The SKILLSCAN Professional Pack Facilitator's Manual provides you with the necessary knowledge, tools and strategies to:

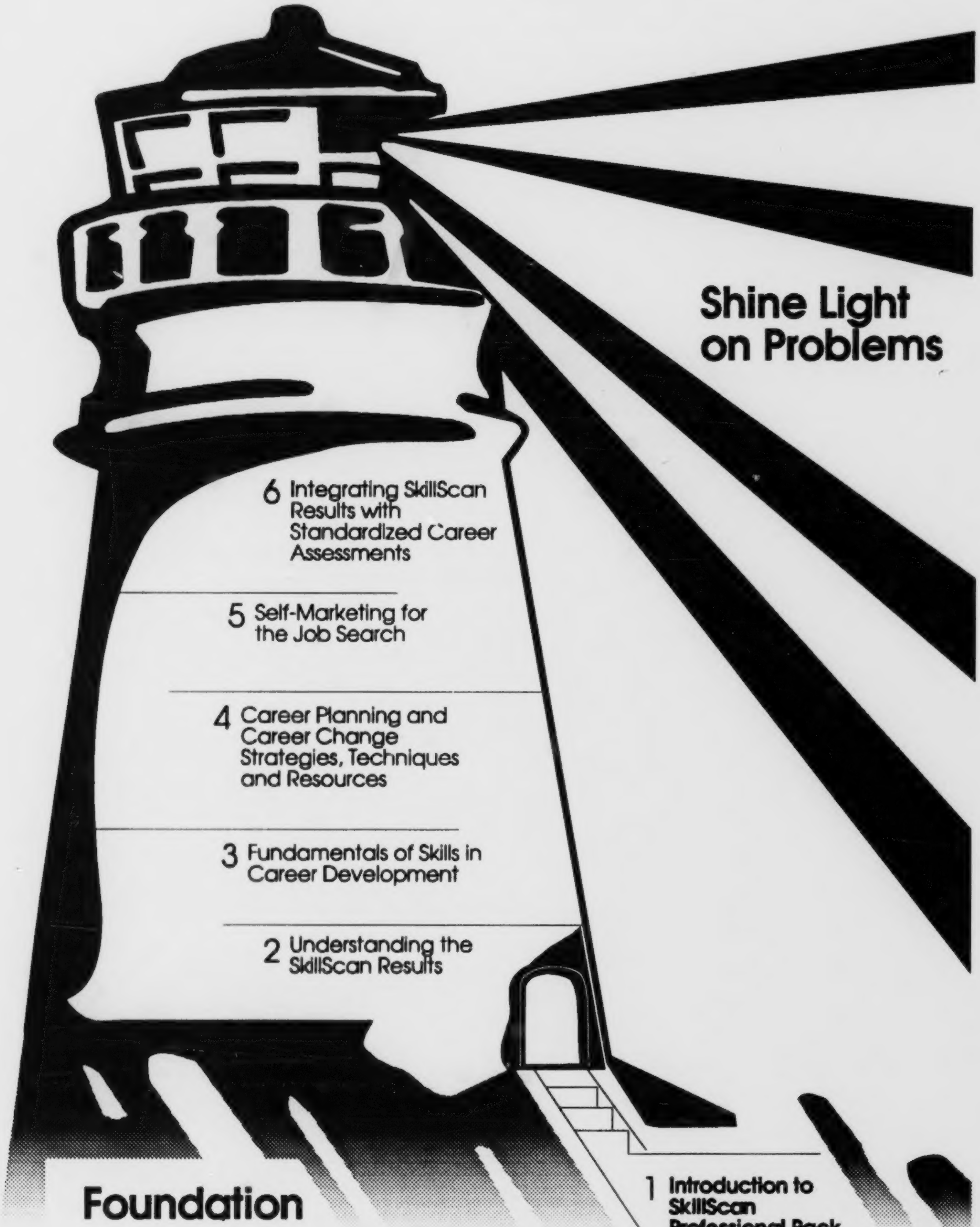
- Quickly and easily identify and categorize a client's strongest and most preferred skills.
- Accurately identify a client's skill-related problem and determine the best solution.
- Provide practical assistance to clients with their career planning, career change and self-marketing.

Example:

Stated Problem	Strategies
"I don't have any real job skills. I've been in college for 5 years." **Contributing Factors** Client may lack awareness of transferable skills used in school, work and extracurricular activities.	• Administer the SkillScan card sort process. • Interview for activities that support the preferred skills. • Discuss career options and establish connections with skills.

Beginning in Chapter 4 we will re-visit each of the earlier stated skill-related problems, and provide you with strategies, techniques and resources for meeting client needs.

To gain experience and personal insight into the SKILLSCAN Professional Pack, read *How to Maximize Use of the SkillScan Product and Process* (pages 1-7) and assess your own skills.


Shine Light on Problems
6 Integrating SkillScan Results with Standardized Career Assessments
5 Self-Marketing for the Job Search
4 Career Planning and Career Change Strategies, Techniques and Resources
3 Fundamentals of Skills in Career Development
2 Understanding the SkillScan Results
Foundation
1 Introduction to SkillScan Professional Pack

HOW TO MAXIMIZE USE OF THE SKILLSCAN PRODUCT AND PROCESS

This manual contains a series of steps for developing competence in using SkillScan.

Consider each step as one component of a lighthouse. You will gain maximum value from this process by starting at the foundation, studying the concepts and applying the ideas to client needs. Over time you will possess new understanding to shed light on specific career development problems and have the tools to effectively meet client needs.

Because this manual contains new information, ideas and techniques, we recommend even experienced SkillScan users start at the beginning. A careful examination of each chapter will provide you with new knowledge, insights and techniques for improving your work with clients.

SUMMARY OF EACH CHAPTER

CHAPTER 1: INTRODUCTION TO SKILLSCAN PROFESSIONAL PACK – THE FOUNDATION

Get acquainted with the primary uses of the SKILLSCAN Professional Pack. Practice using SkillScan on yourself. Examine the SkillScan methodology of skills assessment.

CHAPTER 2: UNDERSTANDING SKILLSCAN RESULTS – CLIMBING THE STEPS

Learn more about the organization of SkillScan and the information it produces: Skill Categories and Skill Sets. Gain skills in interpreting the results to clients. Preview application of skills identification in career planning, career change and self-marketing for the job search.

CHAPTER 3: FUNDAMENTALS OF SKILLS IN CAREER DEVELOPMENT – GAINING MOMENTUM

Gain a conceptual understanding of skills assessment as the driving force in all stages of career development. Examine SkillScan methods for generating career options, evaluating career change opportunities and preparing for the job search.

CHAPTER 4: CAREER PLANNING AND CAREER CHANGE STRATEGIES, TECHNIQUES AND RESOURCES – BREAKING THROUGH BARRIERS

Apply specific strategies and techniques for meeting client career planning needs and career change challenges.

CHAPTER 5: SELF-MARKETING FOR THE JOB SEARCH – APPROACHING THE TOP

Use SkillScan results to facilitate the marketing phase of job search. Develop marketing tools to highlight skills and accomplishments in resumes and interviews.

CHAPTER 6: INTEGRATING SKILLSCAN RESULTS WITH STANDARDIZED CAREER ASSESSMENTS – SPOTLIGHTING CAREER DIRECTION

Help clients see the patterns in their assessment results by observing the reinforcing themes from Holland and Jungian based assessments with SkillScan categories. Examine a case study to reinforce your understanding.

SUPPLEMENT OF RESOURCES

Provide clients with a variety of exercises and illustrations to facilitate career planning, career change and self-marketing activities.

REFERENCES

A helpful reference list to augment the facilitator's knowledge of career development tools, resources and assessments.

FACILITATOR'S SELF-ADMINISTRATION TRIAL

We recommend you experiment using SkillScan to identify your skill profile. Follow the *SKILLSCAN Professional Pack Instructions* (page 1-11 to 1-14) and record your reactions or questions in the spaces below. This will help you anticipate and understand your clients' reactions and clarify any procedural questions.

REACTIONS/QUESTIONS

Record your reactions for each of the activities in the space below.

Pre-Sort

Sort 1

Sort 2

Recording Steps

Now that you have gone through the SkillScan process, list any questions you have or could anticipate a client asking of you.

____

____

____

____

ADDITIONAL AIDS

To further assist you in the administration of SkillScan see *Helpful Guidelines For Administering SkillScan* (page 1-15) and *Understanding The SkillScan Methodology of Skills Assessment* page (1-18).

Note from the authors:

If you have any questions regarding the SkillScan process, please contact:

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SKILLSCAN PROFESSIONAL PACK INSTRUCTIONS

The primary SkillScan activity involves sorting the cards and summarizing the information, as outlined below.

OBJECTIVES

- Define the skills in which you have basic competence and the skills you would like to develop.
- Identify the skills that you enjoy the most and that you would like to have play a major role in your work.
- Select your most important skill categories, areas of preference and strength, to aid in decision making of appropriate and satisfying career options.
- Develop a skill vocabulary to assist you in writing accomplishments for use in your resume and in expressing yourself in interviews.

INTRODUCTION

There are 64 skills defined on individual cards in the deck. You will sort the cards twice: first for level of competence; and second for preference in your work.

MIND SET

When working with SkillScan you will enjoy the process and gain maximum benefit if you:

- Work quickly.

- Have fun.

- Be spontaneous and honest.

- Let go of the need to achieve particular results.

- Take some risks by overstating your ability or selecting what you really want even if it seems impractical.

PRE-SORT ACTIVITIES

1. Identify and remove the six ivory colored cards from the deck.
2. From these six ivory colored cards, place the cards labeled COMPETENT and MINIMAL OR NO ABILITY in front of you as indicated below.

COMPETENT	MINIMAL OR NO ABILITY

3. Keep the remaining four cards separate. You will use them later.

Note: For this exercise, COMPETENT is defined as having used the skill in some *basic* way, not necessarily as an expert or professional and not just in paid activities. If you have performed the skill in any way, place the card in the COMPETENT pile, even if you dislike using the skill.

MINIMAL OR NO ABILITY is defined as lacking this skill, even in a basic or fundamental way.

SORTING PROCESS

Sort 1

4. Quickly read each card in the deck and place it next to the COMPETENT or MINIMAL OR NO ABILITY card.
5. When done, place the MINIMAL OR NO ABILITY pile to one side. You will use it later.

Color Categorization

6. Now take the cards in the COMPETENT pile and put all cards of the same color together. (This step will ease the recording process later.)

Sort 2

7. Lay out the four remaining ivory colored category cards as shown. The cards representing your skills are placed in one of the four categories.

   Read each card in the COMPETENT pile and decide how you ideally want to use the skill in your work. For example, do you want to use it as a major part, a secondary part, a minor part or no part.

Choose between one of four roles using the following definitions and place the card next to the preferred category.

MAJOR ROLE	Derive a great deal of enjoyment when using this skill and want to give it a high priority.
SECONDARY ROLE	Derive some enjoyment when using this skill and want to use it in a supportive function.
MINOR ROLE	Feel neutral or will tolerate using this skill.
UNWILLING TO USE	No longer want to use this skill in work.

RECORDING THE RESULTS

8. Now you are ready to record the skills on your Personal Skill Profile – the white folder included in the package.

9. On the inside of the Personal Skill Profile you will find several text boxes, each relating a card color to a skill category. For example; all blue cards represent skills in the Leadership/Management skill category.

10. Record each MAJOR ROLE skill word. Example: *Supervise* would be recorded in the box titled *blue*. Repeat this process for SECONDARY ROLE and MINOR ROLE skills.

    You now have a profile of all your COMPETENT skills, organized by the level of importance to you.

SKILL SUMMARY SECTION

11. Now clarify which skill categories and key skills are most important in your work by selecting and prioritizing your favorite skill categories. For example, 1. Communication, 2. Physical, 3. Humanitarian.

    Note: As there is an uneven number of skills in each category, make your selection based on how much you enjoy using the skills rather than how many skills you selected in each category.

    Record the three skill categories and four favorite skills from each of those groups in the corresponding spaces in the SKILL SUMMARY.

OPTIONAL RECORDING STEPS

12. SKILLS TO DEVELOP – Review the skills in the MINIMAL OR NO ABILITY pile and select the ones you would like to develop. Record these skills on the back of the folder under SKILLS TO DEVELOP.

    UNWILLING TO USE and MINIMAL OR NO ABILITY – You may record all remaining skill cards not previously listed under the appropriate sections on the back of the Personal Skill Profile.

SUMMARY

Your Personal Skill Profile provides you with a picture of 64 primary skills and how you may want to use them. As you explore career options, refer to this Profile to check for skill compatibility. When you write your resume, use these words and concepts to attract appropriate job offers.

If you need additional help, ask your facilitator to help you apply this information to specific career development needs.

Note: A reproducible copy of the SKILLSCAN Professional Pack Instructions is included in the Supplement.

HELPFUL GUIDELINES FOR ADMINISTERING SKILLSCAN

The facilitator can maximize effectiveness in administering SkillScan by controlling the physical environment, providing uniform instructions and demonstrating a positive and sensitive attitude to the clients. Use the following guidelines to create optimal results in administering SkillScan.

CREATING THE RIGHT ENVIRONMENT

Refer to the table below to create the optimal environment for working one-on-one or in groups.

Setting	Physical Environment Room/Furniture	Time Frame
Individual One-to-one Counseling	Best: Private office, with table or desk space. OK: Semi-private office.	Ideal: 60 minutes, allows time for processing results. Minimum: 30 minutes.
Group Workshops 3-25 Participants	Best: Classroom with tables. Worst: Classroom with small desks. Consider using floor space.	Ideal: 90 minutes, allows time for explanations and processing. Minimum: 1 hour.

SETTING THE TONE FOR ADMINISTRATION

Because some clients find skills assessment anxiety producing, take special care to alleviate client fears and create a positive learning environment by discussing the following points.

Self-discovery

Emphasize skills assessment as a time of self-discovery with the focus on self-evaluation of preferences and strengths, not weaknesses.

Feedback for Planning

The results provide feedback as to where the client is *now*, with the goal of increasing awareness for future planning.

Being Open to Change

Be sure clients understand they can always change their minds about a given preference. As people learn and grow, their preferences change. Most find it difficult to know if they like something until they've tried it or gained a level of competence in it.

PRE-SORT TIPS

Consider the following tips prior to administering SkillScan.

Counselor-Directed Process

Your physical presence in the room is often helpful in answering client questions, clarifying terminology and discussing reactions.

Skill Vocabulary

Depending on your client population, you may need to provide instruction and examples of more sophisticated skill words.

Example: You may need to define the word SYNTHESIZE –"To combine separate parts or elements to form a new whole as in a concept or a theory."

To explain it further, use everyday examples such as making a casserole from leftovers in the refrigerator or making up a new children's story from elements of others.

Optional Homework Exercise

When necessary, SkillScan may be given as a homework assignment although this is not the recommended approach. If used in this manner, be sure to review the main instructional points with the client before they take it home.

POINTS TO HIGHLIGHT DURING THE CARD SORT

The following is a series of key points to stress at each phase of the instruction sequence.

Mind-Set

THE TRUTH WILL SET YOU FREE. Emphasize the importance of honesty and spontaneity of response to generate useful and sometimes surprising results.

Sort 1 – Sorting for Competence Level

SKILLS ARE USED IN EVERYDAY LIFE. People tend to discount or devalue their skills and competence level. Encourage your clients to include all the skills they possess, not just those used in paid work situations. It's all right to be generous. They should include *all* skills they have, even ones they dislike.

Sort 2 – Sorting for Priority Level

DREAM BIG. Making skill selections based on what the client really wants is often more helpful and motivating than lowering expectations or being "practical" in the early phases of a career planning process. As the client explores alternatives, trade-offs or choices can be made.

MOST PEOPLE KNOW WHAT THEY WANT. Strongly recommend that clients sort the cards very quickly, using a gut reaction to choose skill preferences. Working quickly side-steps the rational and critical mind, allowing their feelings to guide the choice.

Post-Sort

Encourage your clients to discuss their reactions to the results by asking them if the process has brought about any surprises, clarification, confusion. Refer to *Analyzing the SkillScan Results* (page S-7) in the Supplement of Resources.

Individuals who question their choices may want to conduct a second sort after a period of time to clarify or reinforce choices.

Returning the Deck to the Original State

To prevent the loss of cards and to make them ready for the next user, ask your client to place the title card at the top, followed by six ivory category cards, followed with the 64 skill cards (colors mixed up). When counted, there should be a total of 71 cards.

UNDERSTANDING THE SKILLSCAN METHODOLOGY OF SKILLS ASSESSMENT

The table below outlines the tasks completed during the sorting process, the learning objectives met and the benefits achieved at each step.

LEARNING OBJECTIVES	TASKS	BENEFITS/RESULTS
Identifies skills, learns definitions, determines range of skills.	Sort cards by competence or minimal/no ability.	Expands self-concept of abilities and raises self esteem. - Increases vocabulary - Validates skill level
Establishes criteria for decision making based on enjoyment level.	Sort cards by preference for use in work.	Strengthens ability to identify workable and satisfying career options.
Defines skill categories, identifies overlapping skills and strengths.	Organize and record cards by color category.	Strengthens the connection between skills and work functions. Aids recall.
Spotlights limitations and provides a framework for future skill building.	Determine preferred skills to develop.	Increases awareness of opportunities to aid skill development.
Provides a focal point to narrow the field of workable options.	Select key skill categories and skills for Skill Summary.	Outlines and clarifies a hierarchy of skill preferences for use in career decision making and self-marketing for the job search.

SUMMARY

Completion of the card sort process and the Personal Skill Profile addresses many of the skill-related problems that contribute to client indecision as outlined on (pages 1-4), *Skill-Related Problems*.

In the next chapter you will increase your understanding of SkillScan results and:

- Learn the specific meaning of each Skill Category.
- Identify preferred Skill Sets – smaller sub-groupings of skills that can help define specific job functions.
- Understand the role of transferable skills in generating career options.

NOTES

CHAPTER 2: UNDERSTANDING THE SKILLSCAN RESULTS

LEARNING OBJECTIVES

Upon completion of this chapter, you will be able to:

- Understand the organizational structure of the Personal Skill Profile.
- Identify the seven Skill Categories, the sixteen Skill Sets and their distinct meanings.
- Understand and interpret the client's pattern of skills recorded on the Personal Skill Profile.
- Preview the application of skill results in career planning, career change and self-marketing for job search.

THE GIFT OF SKILLS IDENTIFICATION

One of the greatest gifts you can offer to your clients is assistance in discovering their favorite and most enjoyable skills.

Occasionally clients may not be ready to perceive the truth about their skills and preferences. They may deny, discount or store the information on a "back shelf". It is important to remember that even though the client may not take ownership or act upon it right away, the information, once observed, becomes food for later thought.

Clients' most common reactions after the card sort is the feeling of "ahah!" excitement and a sense of rightness. They gain an understanding of why they have been unhappy, what they really like to do and what skills they want to develop. Their profile of skills becomes a basic road map for taking the next steps of a career plan or job search.

Even when clients experience conflicting feelings about the results, the information can become useful in pointing out the issues that need resolution before continuing further.

"When love and skill work together, expect a masterpiece."

John Ruskin

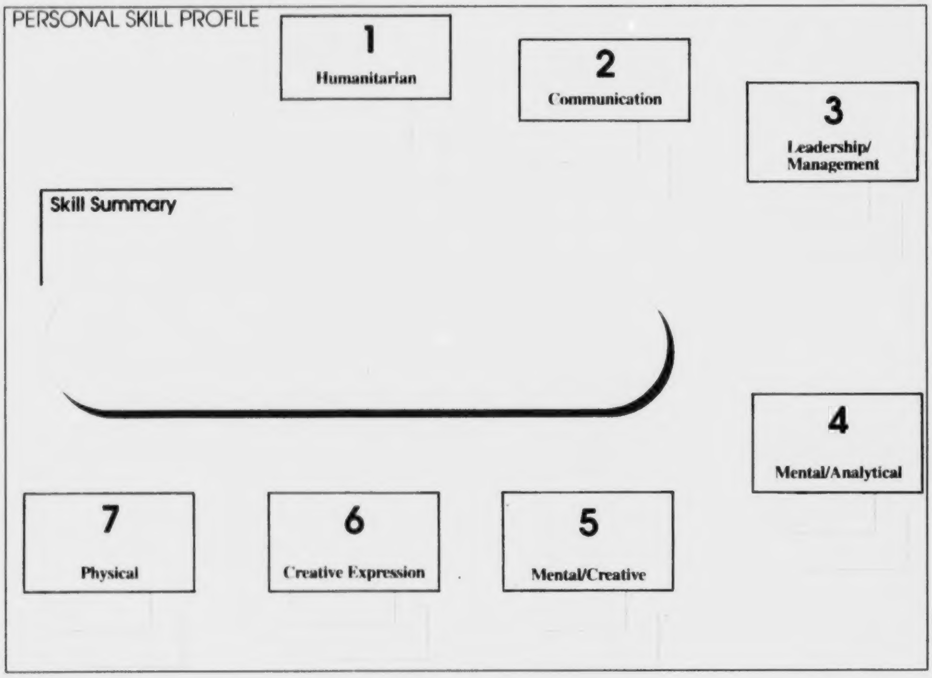
The primary goal of SkillScan is to reveal to clients their unique "fingerprints"– the essence of who they are and what they like to do. Just as a pine tree contains the genetic code of a pine tree and not of an oak tree, each person has natural strengths and a unique nature that needs to be recognized, developed and nurtured so they can emerge, take root and grow.

INTERPRETING THE PERSONAL SKILL PROFILE

In the pages that follow, you will find a number of suggestions to assist you in interpreting the meaning of a client's skill profile.

THE PERSONAL SKILL PROFILE

The Personal Skill Profile utilizes seven Skill Categories to graphically illustrate to the client the specific preferences, strengths and weaknesses within their pattern. The following diagram of the Personal Skill Profile illustrates the basic organizational structure.


PERSONAL SKILL PROFILE
1
Humanitarian
2
Communication
3
Leadership/
Management
Skill Summary
4
Mental/Analytical
7
Physical
6
Creative Expression
5
Mental/Creative

THE SEVEN SKILL CATEGORIES

The seven Skill Categories numbered below correspond to the numbered categories in the graphic above:

1. Humanitarian, 2. Communication, 3. Leadership/Management,
4. Mental/Analytical, 5. Mental/Creative, 6. Creative Expression, and
7. Physical.

Each Skill Category provides a useful distinction to assist clients and counselors to link skills to basic functions utilized in the the client's work activities.

CONNECTIONS AMONG CATEGORIES

Note the connection among various categories on the profile:

Humanitarian (1) **and Communication** (2) skills represent "people skills." The Humanitarian group suggests direct services for people and the Communication group suggests general communication skills.

Leadership/Management (3) skills relate to the Communication Category in that some Leadership/Management skills are high-level communication skills. For example: Mediate, Negotiate, Supervise and Delegate. They are classified in the Leadership area because of the high level of interaction required in achieving organizational goals.

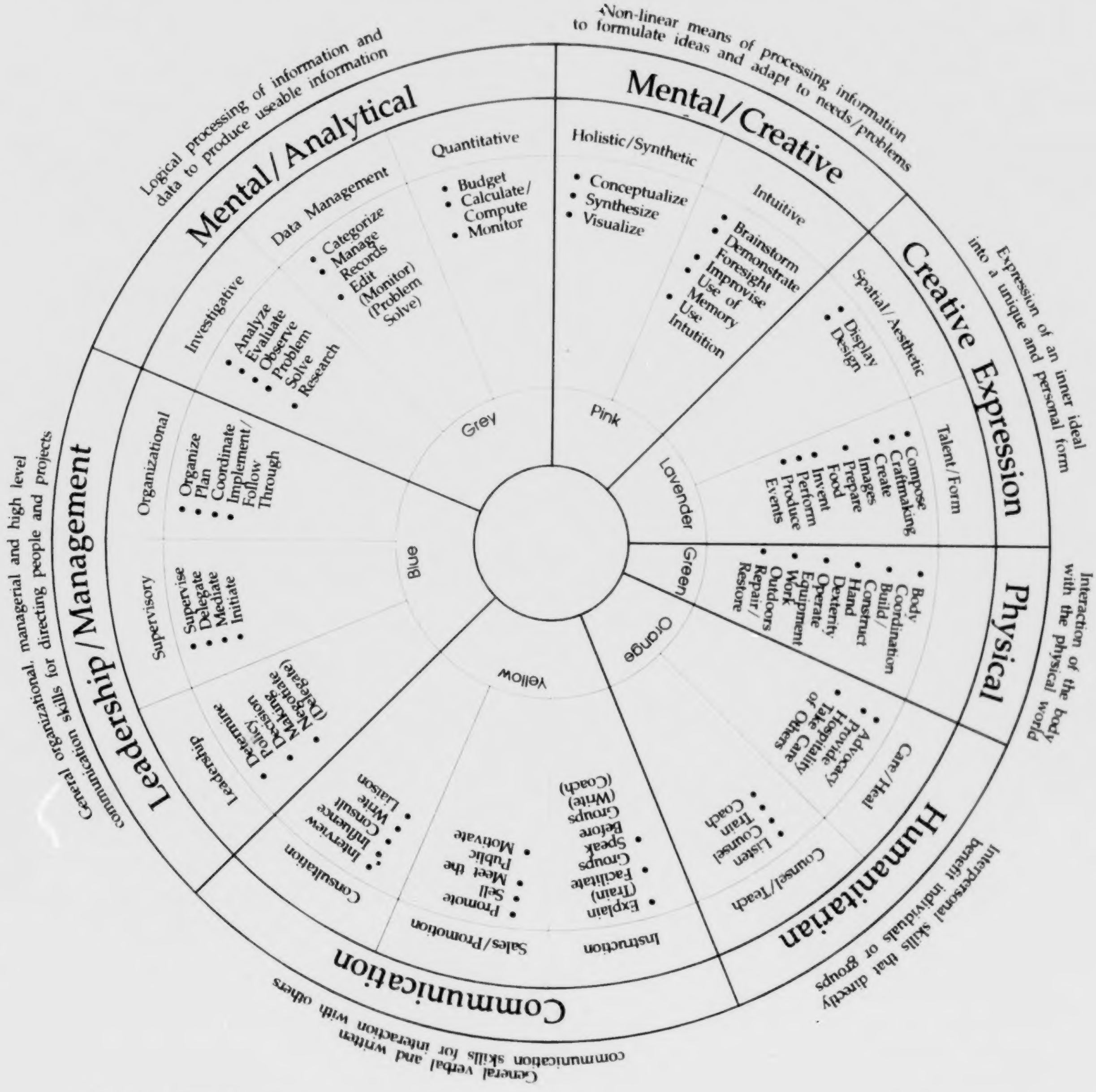
Mental/Analytical (4) **and Mental/Creative** (5) skills represent mental skills. Mental/Analytical connotes processing data in a logical, linear fashion; whereas Mental/Creative indicates a holistic, non-linear method of processing information and ideas.

Mental/Creative (5) **and Creative Expression** (6) skills are both creative skills. Mental Creative connotes an abstract thinking process and Creative Expression indicates the talent/form manifestation of the creative process.

Creative Expression (6) **and Physical** (7) skills share creative and physical characteristics. For example, craftmaking, dance, food preparation and sculpture, use hand dexterity and body coordination while building and repair work use creative skills.

THE SKILL WHEEL

The Skill Wheel presents a holistic picture of the seven Skill Categories and the 16 sub-groupings called Skill Sets. Skill Sets identify specific activities clients like to perform and provide more precise meaning of key functions and tasks. A reproducible Skill Wheel is included on page S-9 of the Supplement.


Logical processing of information and data to produce useable information
Mental/Analytical
Investigative
• Analyze
• Evaluate
• Observe
• Problem Solve
• Research
Data Management
• Categorize
• Manage Records
• Edit (Monitor) (Problem Solve)
Quantitative
• Budget
• Calculate/Compute
• Monitor
Grey
Non-linear means of processing information to formulate ideas and adapt to needs/problems
Mental/Creative
Holistic/Synthetic
• Conceptualize
• Synthesize
• Visualize
Intuitive
• Brainstorm
• Demonstrate Foresight
• Improvise
• Use of Memory
• Use Intuition
Pink
Expression of an inner ideal into a unique and personal form
Creative Expression
Spatial/Aesthetic
• Display
• Design
Talent/Form
• Compose
• Craftmaking
• Create Images
• Prepare Food
• Invent
• Perform
• Produce Events
Lavender
Interaction of the body with the physical world
Physical
• Body Coordination
• Build/Construct
• Hand Dexterity
• Operate Equipment
• Work Outdoors
• Repair/Restore
Green
Interpersonal skills that directly benefit individuals or groups
Humanitarian
Care/Heal
• Advocacy
• Provide Hospitality
• Take Care of Others
Counsel/Teach
• Listen
• Counsel
• Train
• Coach
Orange
General verbal and written communication skills for interaction with others
Communication
Instruction
• Explain (Train)
• Facilitate Groups
• Speak Before Groups (Write) (Coach)
Sales/Promotion
• Promote
• Sell
• Meet the Public
• Motivate
Consultation
• Interview
• Influence
• Consult
• Write
• Liaison
Yellow
General organizational, managerial and high level communication skills for directing people and projects
Leadership/Management
Organizational
• Organize
• Plan
• Coordinate
• Implement/Follow Through
Supervisory
• Supervise
• Delegate
• Mediate
• Initiate
Leadership
• Determine Policy
• Decision Making
• Negotiate (Delegate)
Blue

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SKILL REFERENCE CHART

The following is a listing of the seven Skill Categories with corresponding Skill Sets and a breakdown of the individual skills contained in each set.

HUMANITARIAN *Orange*		Interpersonal communication skills that directly benefit individuals and/or groups. *People Skills.*
CARE/HEAL	Advocacy, Provide Hospitality, Take Care of Others	Demonstrates an interest in the well being of others by advocating for a cause, providing hospitality and/or offering concern and empathy.
COUNSEL/TEACH	Listen, Counsel, Train, Coach	Interacts with individuals or groups for the specific purpose of educating, developing or assisting people to achieve personal and professional goals.

COMMUNICATION *Yellow*		General verbal and written communication skills for interaction with individuals and groups. *People Skills.*
INSTRUCTION	Explain (Train), Facilitate Groups, Speak Before Groups (Write, Coach)	Directly influences the outcome of human interactions through explanation, group facilitation or public speaking.
SALES/ PROMOTION	Promote, Sell, Meet the Public, Motivate	Exercises the use of persuasiveness through promoting, selling, motivating and interfacing with the public to effect a desired outcome.
CONSULTATION	Interview, Influence, Consult, Write, Liaison	Builds rapport, asks questions and determines needs to provide useful information, solve problems or facilitate a process.

LEADERSHIP/MANAGEMENT *Blue*		General organizational, managerial and or high level communication skills in directing people, projects, and or materials to accomplish goals. *People, Data, Idea Skills.*
LEADERSHIP	Determine Policy, Decision Making, Negotiate, (Delegate)	Demonstrates vision, control and influence to build and shape the direction and operation of an organization.
SUPERVISORY	Supervise, Delegate, Mediate, Initiate	Exercises initiative, authority and responsibility for goal achievement of subordinates.
ORGANIZATIONAL	Organize, Plan, Coordinate, Implement/Follow-Through	Structures and carries out the process steps to complete projects and tasks.

MENTAL/ANALYTICAL *Gray*		Logical processing of information and data to produce usable information for problem solving. *Data Skills.*
INVESTIGATIVE	Analyze, Evaluate Observe, Problem-Solve, Research	Identifies and defines problems and solutions.
DATA MANAGEMENT	Categorize, Manage Records, Edit, (Monitor, Problem-Solve)	Compiles, organizes and manages data for administrative and operational effectiveness.
QUANTITATIVE	Budget, Calculate/Compute, Monitor	Performs numerical and statistical calculations to provide useful information.

MENTAL/CREATIVE *Pink*		Non-linear means of processing information to formulate ideas and/or adapt concepts to problems or needs. *Idea Skills.*
HOLISTIC/ SYNTHETIC	Conceptualize, Synthesize, Visualize	Perceives the overall patterns and structures within a body of information.
INTUITIVE	Brainstorm, Demonstrate Foresight, Improvise, Use of Memory, Use Intuition	Makes leaps of insights based on incomplete information, patterns, hunches, visual images or a feeling sense.

CREATIVE EXPRESSION *Lavender*		The creative representation of an inner ideal into a unique and personalized form. *Idea, Data, Thing Skills.*
SPATIAL/ AESTHETIC	Display, Design	Arranges images, information, ideas, color, textures, etc., into a visually pleasing form.
TALENT/FORM	Compose, Craftmaking, Create Images, Prepare Food, Invent, Perform, Produce Events	Creative expression of an individual's talent into a form such as dancing, composing, performance, etc.

PHYSICAL *Green*		Interaction of the body with the physical world. *Thing Skills.*
PHYSICAL	Body Coordination, Build/Construct, Hand Dexterity, Operate Equipment, Work Outdoors, Repair/Restore	Uses physical coordination and agility to interact with the physical world.

Note: A reproducible Skill Reference Chart is included on page S-10 of the Supplement.

INTERPRETING A CLIENT PROFILE

The previous *Skill Reference Chart* describes and defines Skill Categories and Skill Sets to help you understand and recognize the basic information contained within the Personal Skill Profile.

To aid you in interpreting the profile in more detail, study the following relationships: the reinforcing nature of certain categories, distinctions between other categories, and the subtle differences in meaning between the Skill Sets.

COMMUNICATION AND HUMANITARIAN CATEGORIES

Because the Communication and Humanitarian Categories both relate to communicating with people, when clients show a preference for both they are making a clear statement about the importance of their working with people.

It is important to clarify with your clients the precise way in which they want to work with people. Clients with a preference for Humanitarian skills over Communication skills may prefer more traditional helping roles found in education, counseling or health related fields.

A preference for using general Communication skills over Humanitarian might suggest positions within business and industry. A discussion of career values and interests will help to clarify a compatible environment.

The client's chosen skill sets may also help in discerning the preferred way the client wishes to work with people. Use the Skill Reference Chart on page S-10 to study the client's Skill Sets and to spotlight preferences such as care/heal, counsel/teach, instruction, sales/promotion, etc.

MENTAL/CREATIVE AND CREATIVE EXPRESSION CATEGORIES

Both of these two skill categories describe skills required to create. Individuals who possess Mental/Creative skills but do not have Creative Expression Skills in their Summary may want to consider career options in which the development of ideas is important or adapting new ideas to existing material, programs or projects is required.

Individuals who recorded both Mental/Creative and Creative Expression Categories in their Skill Summary could realistically explore positions in the Arts where the abilities to design and carry out ideas into a form is required.

It is important to discuss your client's perception of their "Creative" skills. Many clients disclaim any skills in Creativity because they can't produce art, compose, design, invent, skills in the Creative Expression Category. Many individuals enjoy and are competent in the Mental/Creative area. Acknowledgment of this can improve the client's concept of their abilities.

MENTAL/ANALYTICAL AND MENTAL/CREATIVE CATEGORIES

Often individuals will have a clear preference for either the Mental/Analytical category, (a left-brain, linear approach to thinking) versus Mental/Creative, (a right-brain, more holistic and intuitive approach to thinking). Pointing out the client's preferred style can help them explore options that draw on natural strengths and ability.

An individual who selects both Mental/Analytical and Mental/Creative Categories is making a strong statement about their enjoyment of work that has a strong cognitive component.

HIGHLIGHTING KEY SKILL SETS WITHIN CATEGORIES

Whereas Skill Categories clarify major distinctions between broad skill areas, Skill Sets serve to specify and refine skill meanings. Careful recognition of Skill Sets helps the client to focus on the specific functions and job tasks that will draw on their strengths and preferences. The following examples represent generalized skill preferences that need greater focus to be useful in the career exploration stage.

PEOPLE SKILLS

When clients state that they want to work with people, the Skill Sets point to the basic way they want to work with people. If they selected the Sales/Promotion Set, then you could discuss the types of sales/promotion activities and ideas they have in mind.

The selection of two similar Skill Sets indicates a reinforcing theme. For instance, a combination of the Teach/Counsel Set and the Instruction Set suggests a preference for careers which have teaching as a major component.

MANAGEMENT SKILLS

When a client selects skills in the Leadership/Management area it is important to distinguish between the Organizational Set (management of one's own work/project), the Supervisory Set (managing the work of others), and the Leadership Set (establishing a vision or direction for an organization or group). A client could enjoy and be skilled in any one, two or all three of these Leadership/Management Sets.

ANALYTICAL SKILLS

Most people possess a range of analytical skills but very often will have a definite preference for the Quantitative Set (working with numbers) or the Data Management Set (managing large amounts of information).

There are others who prefer the Investigative Set, (research and evaluative aspects of the mental process) but may or may not like the Data Management or Quantitative Sets.

APPLICATION OF SKILLSCAN RESULTS

Achieving a greater understanding of an individual's preferred Skill Categories and Skill Sets paves the way for using skill results in various stages of career development.

IN CAREER PLANNING

Skills Assessment:

- Helps clients develop greater self-knowledge of strengths and preferences.
- Links skills to basic job tasks and functions.
- Forms a core of skill information to develop career options.
- Focuses the exploration of options toward realistic alternatives.

IN CAREER CHANGE

- Evaluation of skill preferences will help identify the type of career change needed – whether to change the work function or change the environment/industry to increase career satisfaction.
- SkillScan results can be used to brainstorm new career alternatives and help plan skill development opportunities.

IN SELF-MARKETING FOR THE JOB SEARCH

- SkillScan results will provide the language for describing strengths and accomplishments in marketing materials and activities such as resumes, letters and interviews.

Chapter 3 provides a larger framework for understanding and applying skill results to clients' career planning, career change and self-marketing needs.

NOTES

CHAPTER 3: FUNDAMENTALS OF SKILLS IN CAREER DEVELOPMENT

LEARNING OBJECTIVES

Upon completion of this chapter, you will be able to:

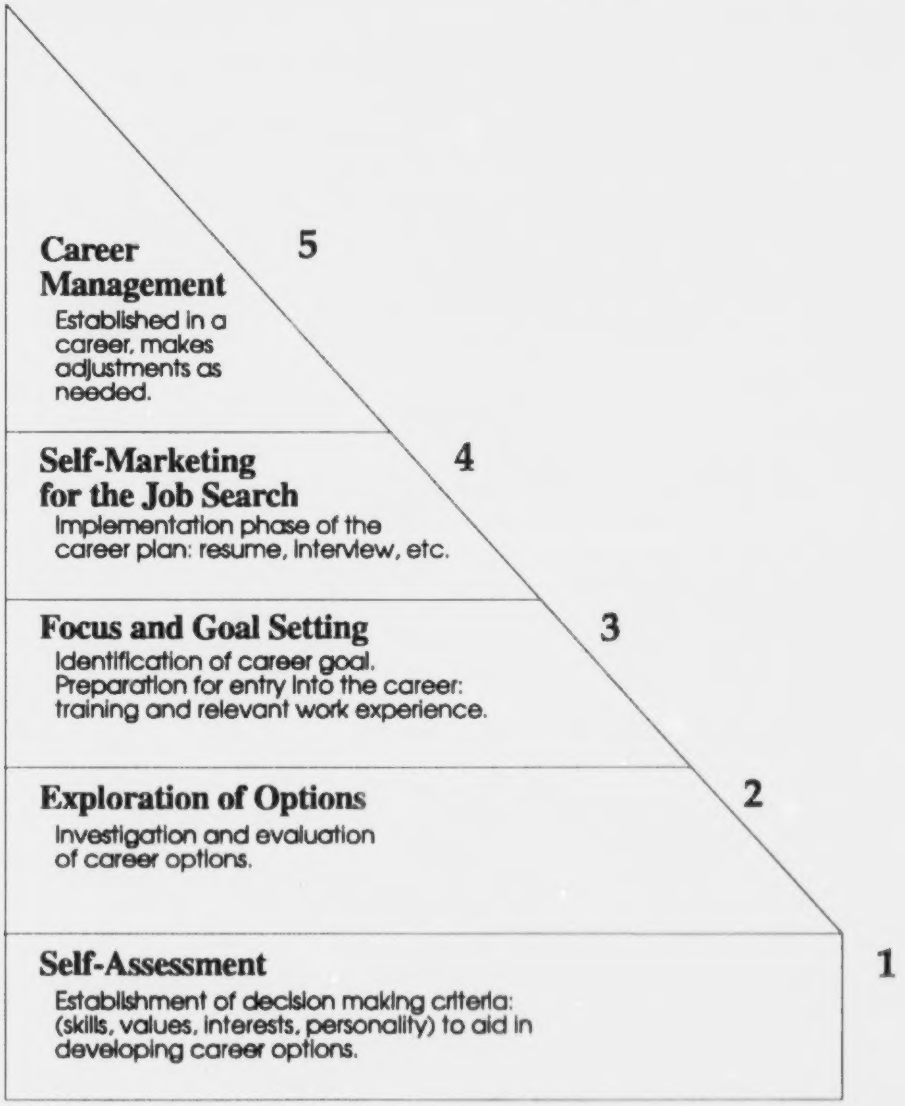
- Explain the fundamental role that skills play in the five stages of the career development process.
- Examine the SkillScan method of Skills-Focused Self Assessment for leading the assessment and marketing process.
- Apply SkillScan methods to generate career options, evaluate career change opportunities and prepare clients for the job search.

PRIMARY CAREER DEVELOPMENT NEEDS

The majority of people who seek career counseling need help in three broad areas: Career Planning, Career Change and Self-Marketing for the Job Search.

To best help a client, use the following model to determine how far along they are in their career development. The model highlights the typical tasks at each stage of the process. A reproducible graphic is included on page S-12 of the Supplement.

FIVE STAGE CAREER DEVELOPMENT PROCESS



5 **Career Management**
Established in a career, makes adjustments as needed.

4 **Self-Marketing for the Job Search**
Implementation phase of the career plan: resume, interview, etc.

3 **Focus and Goal Setting**
Identification of career goal. Preparation for entry into the career: training and relevant work experience.

2 **Exploration of Options**
Investigation and evaluation of career options.

1 **Self-Assessment**
Establishment of decision making criteria: (skills, values, interests, personality) to aid in developing career options.

In Career Planning clients are usually unable to express their career-related skills, values, and interests clearly. They may lack awareness of appropriate career options and not know how to explore and evaluate those options. Under these circumstances, assistance should focus on completing the tasks in Stages 1 - 3.

In Career Change an individual may have invested many years in a career not consciously chosen through an exploration process. In such a case, assistance may focus on the tasks in Stages 1 - 4 to clarify preferences and build knowledge of career options. Individuals who have greater self-awareness and knowledge of various options may need only selected parts of the process at each stage.

In Self-Marketing for the Job Search, the client must have a fairly specific job/career goal and possess the basic skills and experience to support their goal. Only then can the client and counselor effectively package the client's skills. If clients are unclear about their goals, they may need to complete the tasks in Stage 1-3.

THE ROLE OF SKILLS WITHIN THE CAREER DEVELOPMENT PROCESS

Since effectiveness in a career is based on ability and talent, knowledge of the client's skills is essential in each stage of the career development process. The following model stresses the leading role skills play during each stage throughout the entire career development process.

Stage 1 – Self-Assessment – "I am competent in and enjoy using a selective set of **skills.** Knowing my **skills** will help me choose the careers in which I could be successful."

Stage 2 – Exploration – "I want a job/career where I can use my favorite **skills.** I will look for careers that draw fully on my primary preferences."

Stage 3 – Focus and Goal Setting – "I know the specific position I want, (such as sales manager, marketing assistant, etc.). To enter this line of work, I need experience and training to demonstrate my **skills**."

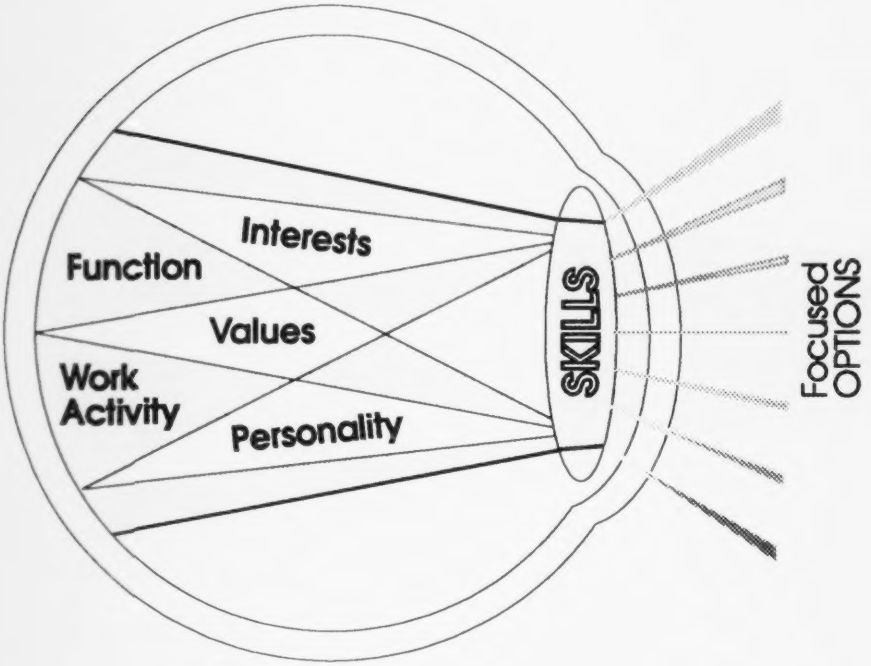
Stage 4 – Self-Marketing – "I need to highlight my **skills** and experiences in my resume and in the interview to sell myself to a potential employer."

Stage 5 – Career Management – "I want to continue building my **skills** to increase my interest level, prepare for advancement opportunities and be ready for changes in the future."

Because skills are so important to career satisfaction and success, we have designed a Self-Assessment model that places skills in the proper perspective within an overall assessment process.

SKILLS FOCUSED SELF-ASSESSMENT

The graphic below highlights the role that skills play in focusing perception toward a field of vision that contains only those options that have a basic skill fit, limiting exploration toward a smaller range of workable options. A reproducible graphic is included on page S-13 of the Supplement



The following discussion outlines the purpose of each component in helping clients develop appropriate career options.

SKILLS DETERMINE FUNCTION

All work involves the performance of tasks and functions. The main concept underlying the SkillScan process is that knowledge of skills helps determine the work function.

OTHER PREFERENCES DETERMINE INDUSTRY AND ENVIRONMENT

The following preferences play a vital role in determining which industries and environments are most compatible with your client.

- **Interests** can help point to industries or occupational fields such as health, business or conservation. Once a general field has been selected, skill results will help identify the type of work or position that fits your client's skills.
- **Values** can help clarify whether the industry, field or type of work will have personal meaning for the individual. For example, clients who hold the value of "helping others" need to clarify their definition of "helping" in order to know what types of positions will support that value. By cross checking skills with values, you may learn that helping equals training for your client. If that is the case, a position as a trainer could fulfill that value.
- **Personality** considerations are important in checking for compatibility within an environment. For example an individual who is imaginative, independent, assertive and adventurous might feel frustrated in a large, conservative, corporate environment even though there may be a good skill, interest and values fit.

Self-Assessment is the foundation of career development because the information generated at this stage focuses client perception on those options that meet client criteria. The establishment of a career focus sets the stage for skill development and self-marketing in a job search.

IMPORTANT SKILL PRINCIPLES

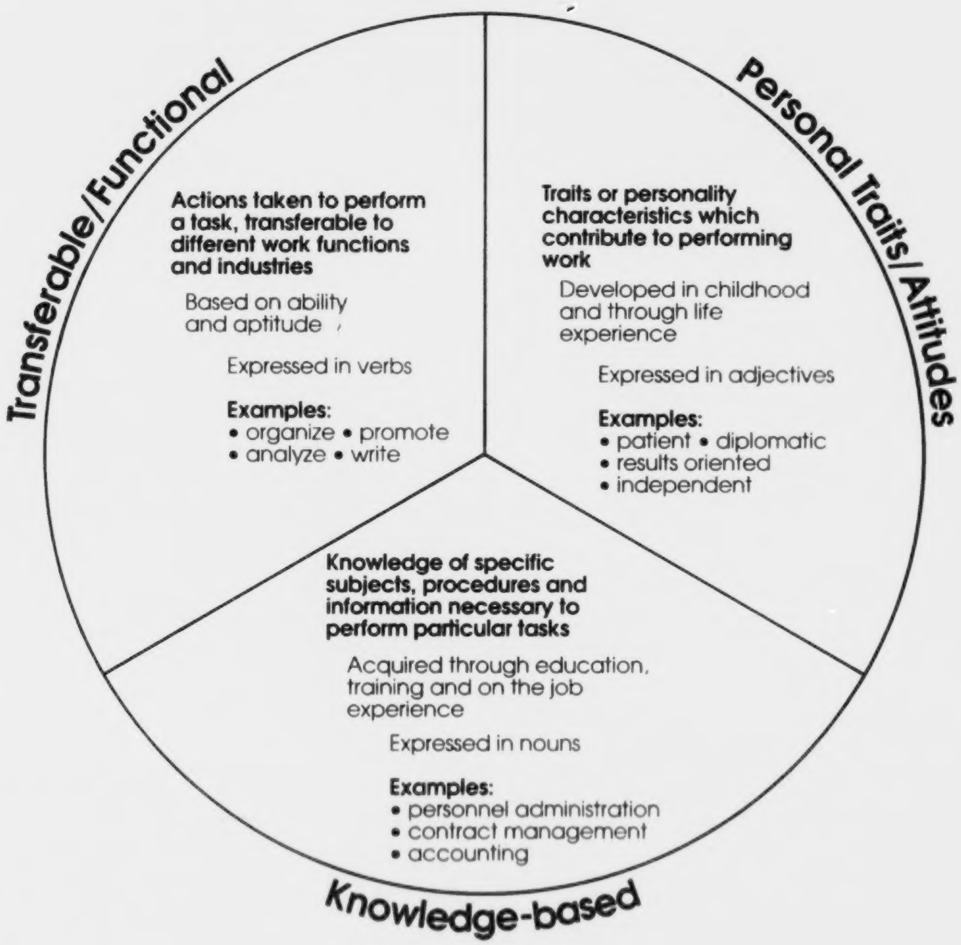
Because skills play such a vital role in all aspects of career development, it is important at this point to provide a definition of skills, distinguish the different types of skills and illustrate the relationship of skills with work functions.

SKILL DEFINITION

A skill is an ability to perform an activity in a competent manner.

THREE TYPES OF SKILLS

Skills can be classified into three main types: Transferable/Functional, Personal Traits/Attitudes and Knowledge-Based. The graphic below provides examples of each type. A reproducible graphic is included on page S-14 of the Supplement.


Transferable/Functional
Actions taken to perform a task, transferable to different work functions and industries
Based on ability and aptitude
Expressed in verbs
Examples:
• organize • promote
• analyze • write
Personal Traits/Attitudes
Traits or personality characteristics which contribute to performing work
Developed in childhood and through life experience
Expressed in adjectives
Examples:
• patient • diplomatic
• results oriented
• independent
Knowledge of specific subjects, procedures and information necessary to perform particular tasks
Acquired through education, training and on the job experience
Expressed in nouns
Examples:
• personnel administration
• contract management
• accounting
Knowledge-based

Career Planning

Individuals planning their first career must take into consideration all three types of skills. In the planning stage they need to select and develop education and paid or unpaid work experiences to develop transferable/functional and knowledge-based skills to support their focus. Personal trait information will help individuals clarify compatibility in the work environment.

Career Change

Individuals considering a career change must determine the skills needed to change their work function or industry. This could mean developing new transferable/functional skills and new knowledge-based skills.

Self-Marketing

Because employers require specific knowledge, skills and attitudes of job candidates, individuals must translate and package all relevant skills into persuasive terminology for use in resumes, letters and interviews.

SKILLSCAN Professional Pack Contents

The SkillScan card deck provides the language for identifying transferable/functional skills. These skills are the main actions required to perform tasks or work functions and can be transferred to careers in most industries. To aid you in identifying your client's *Knowledge-based Skills* and *Personal Traits/Attitudes* we have included exercises on pages S-21 and S-22 in the Supplement.

TASK AND WORK FUNCTION IDENTIFICATION

All work involves performing tasks. SkillScan facilitates the link between skills with the words used to describe the tasks/functions required in a position.

There are two methods you can employ to help your clients make the connections between their skills and work functions.

METHOD 1 - POSITION/FUNCTION ANALYSIS

By breaking down a position into its main tasks, you can see how those tasks draw directly on transferable/functional skills.

Example:

Job/Career – FUNDRAISING

Tasks/Activities

- Plan and organize a fundraising event.
- Conceptualize a theme for the event.
- Coordinate a group of volunteers to help.

Transferable Skills Required to Perform the Tasks

Conceptualize, organize, analyze, research, coordinate, etc.

In this example, if a client possessed and enjoyed using the skills listed above, then the work function of fundraising would be an option worth further exploration. The client's interests, values and personality would also be important determinants in the final selection of this option.

Refer to *Position Analysis Exercise*, page S-32 in the Supplement to assist clients in analyzing skills required in a position.

METHOD 2 - CONNECTING SKILLS WITH FIELDS AND FUNCTIONS

In Chapter 2 we introduced the concept of Skill Categories and Skill Sets. These concepts were developed as a vehicle for linking key skills with common functional titles and language used in the world of work.

The chart below shows some broad connections between Skill Categories and Skill Sets with a variety of fields and functions. This list is intended to suggest possibilities which exist, not provide an exhaustive inventory of options. A reproducible chart is included on page S-15 of the Supplement.

HUMANITARIAN	Community Relations, Social Services, Education, Government, Healthcare
Care/Heal	Nursing, Surgery, Massage/Bodywork, Advocacy
Teach/Counsel	Teaching/Training, Counseling, Coaching, Mediating

COMMUNICATION	Business Management, Communications, Services, Sales/Marketing, Education, Human Resources
Instruction	Training, Writing, Explaining, Public Speaking
Sales/Promotion	Retail Selling, Advertising, Promotional Writing, Marketing, Product Sales, Brokering
Consultation	Advising, Facilitating, Interviewing

LEADERSHIP/ MANAGEMENT	Business, Administration, Operations, Politics
Leadership	Management, Policy Development, Planning
Supervisory	Supervision, Office Management, Coordination
Organization	Program Coordination, Project Management, Storage and Distribution

MENTAL/ ANALYTICAL	Technology and Systems, Financial Analysis, Science and Research, Law, Business Administration and Planning, Engineering
Investigative	Research and Analysis, Planning
Data Management	Information Management, Clerical/Office, Record Maintenance
Quantitative	Budgeting, Financial Analysis, Accounting, Auditing, Bookkeeping

MENTAL/ CREATIVE	Creative Services, Design, Entertainment, Journalism, Mass Media, Fashion, Communications, Education, Visual Arts
Holistic/Synthetic	Graphic Design, Curriculum Design, Product Invention, Teaching, Creative Direction
Intuitive	Creative Problem Solving, Forecasting

CREATIVE EXPRESSION	Creative Arts, Performing Arts, Composition, (music and written)
Spatial/Aesthetic	Creative Design, Producing Artistic Events, Program Coordination
Talent/Form	Composition, Craftmaking, Designing, Image Making

PHYSICAL	Diagnosis and Repair, Construction, Mechanics, Agriculture, Environmental, Sports, Engineering, Craftmaking
	Operation of Technical Equipment, Producing Products, Competing, Building

GUIDELINES FOR USING SKILLSCAN RESULTS IN CAREER PLANNING, CAREER CHANGE AND SELF-MARKETING FOR THE JOB SEARCH

SkillScan results can be used in a variety of ways to help clients in career planning, career change and self-marketing. The following section outlines some practical uses of SkillScan.

CAREER PLANNING USES

In career planning the primary goal is to help the individual develop and evaluate career options that meet the criteria established from the self-assessment process.

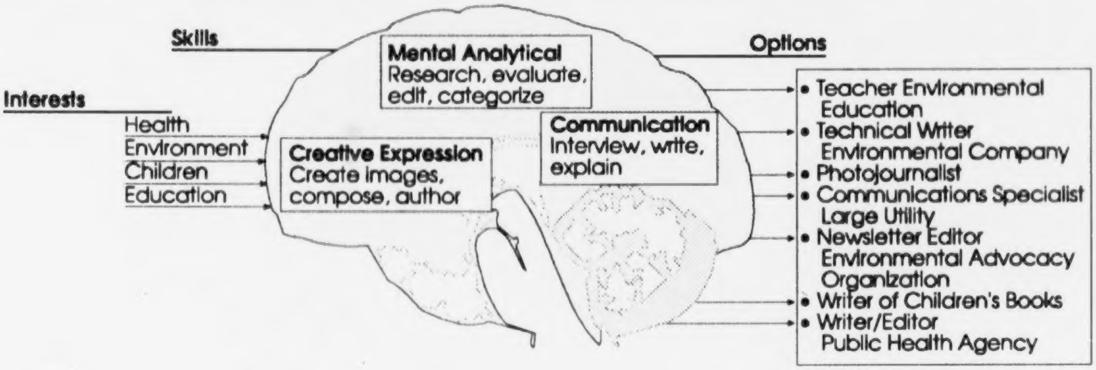
BRAINSTORMING CAREER OPTIONS

By combining skill results with your client's interests, a wide array of career alternatives can be generated. The possibilities can be expanded even more by mixing skills in new combinations. Skill Mixing allows the individual to adapt skills to different positions, an important consideration in a changing market.

The following examples illustrate the career ideas that can be developed using a brainstorming and skill mixing approach. An exercise called *Brainstorming Career Options* is included on page S-17 in the Supplement for use with your clients.

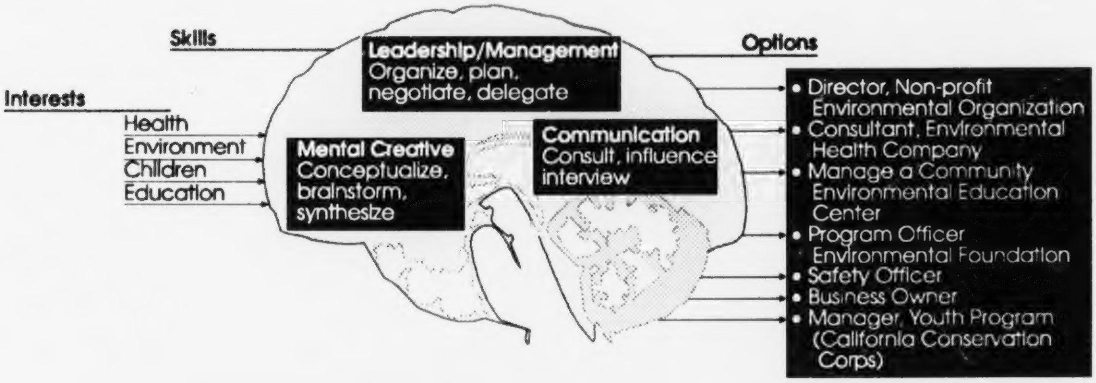
Brainstorming Example:

Brainstorming options based on preferred skills and interests.


Skills
Interests
Health
Environment
Children
Education
Mental Analytical
Research, evaluate, edit, categorize
Creative Expression
Create images, compose, author
Communication
Interview, write, explain
Options
• Teacher Environmental Education
• Technical Writer Environmental Company
• Photojournalist
• Communications Specialist Large Utility
• Newsletter Editor Environmental Advocacy Organization
• Writer of Children's Books
• Writer/Editor Public Health Agency

Skill Mixing Example:

Brainstorming options based on a different mix of skills with the same interests.


Skills
Interests
Health
Environment
Children
Education
Leadership/Management
Organize, plan, negotiate, delegate
Mental Creative
Conceptualize, brainstorm, synthesize
Communication
Consult, influence interview
Options
• Director, Non-profit Environmental Organization
• Consultant, Environmental Health Company
• Manage a Community Environmental Education Center
• Program Officer Environmental Foundation
• Safety Officer
• Business Owner
• Manager, Youth Program (California Conservation Corps)

ANALYZING PRE-EXISTING IDEAS

Your clients may already have some feasible career ideas when they come to you for help. Evaluate those ideas by looking at their favorite skills from the Skill Summary. Ideas that meet the criteria are worthy of exploration and evaluation. Options that do not fit require brainstorming to generate alternatives.

FOCUSING CAREER EXPLORATION ACTIVITIES

When clients research careers based on interests, values or personality without considering skills, they lack sufficient criteria for discriminating realistic options.

You can assist clients in the exploration stage by providing feedback and suggestions about options which seem to fit the individual's skills and interests.

After gathering information on various careers, your client will be in a position to decide which options are realistic, based on values, interests, personality and skills.

CAREER CHANGE USES

Job and career dissatisfaction is often a prime motivator for seeking career counseling. Clients often feel the only way to find career satisfaction is to make a major career change, which often means a new work function in a new industry.

Often the need for a dramatic career change becomes unnecessary after completing a careful analysis of the dissatisfaction. Checking for the degree of skill fit with the work function and the degree of compatibility with the environment and industry, helps to clarify the type of change needed.

The following guidelines provide a general approach for evaluating the need for change, devising strategies for resolution and developing appropriate career options.

IDENTIFYING THE TYPE OF CHANGE NEEDED

- **Change Environment(Company) – Keep Work Function**

  If the work functions fit well with your client's skills you can probe into factors within the company environment, such as management style, corporate culture, the work hours and other conditions to further clarify the source of unhappiness. In some cases, changing to another company where the client can do the same type of work may be the simplest and wisest strategy.

- **Change Industry – Keep Work Function**

  Sometimes the nature of the industry, product or service does not suit the person's interests and values, yet the work functions are compatible with the client's skill base. Exploring similar work in an industry more in line with the individual's interests and values may be a useful strategy for addressing the dissatisfaction.

- **Change Work Function – Keep Environment (Company) And Industry**

  In some cases, an individual may like the company environment and the industry but there is a poor skill match with their job. If so, you and your client should use the SkillScan results to brainstorm for more compatible work options within the company.

- **Change Work Function – Change Environment (Company) And Industry**

  If there is an incompatibility with the work function, or with the company environment and industry, making a major career change may be the best alternative. Here are two important steps in preparation for change: First determine the client's preferred type of work and work functions based on an analysis of skills. Then consider the types of environment/industries based on interests and values.

SELF-MARKETING FOR THE JOB SEARCH

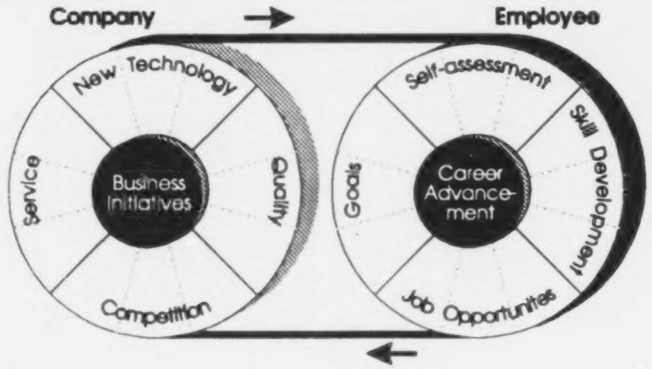
Adults change jobs and careers more frequently now than ever before. To effectively prepare your clients to meet this challenge, you must teach a reusable and reliable process for adapting and marketing skills to new job demands in a changing marketplace.

FACTORS WHICH INFLUENCE SELF-MARKETING FOR THE JOB SEARCH

The marketplace of the 21st century will force skills into a central role for both individuals and companies. To remain profitable and competitive in a global, fast paced, changing technological environment, companies must recruit the best talent available. Individuals and facilitators must consider the following market realities:

- Skills are the basic commodity the individual sells to employers in exchange for financial rewards.
- In most cases, companies place the responsibility for skill development and career management on each individual. Individuals must learn how to be proactive in developing new skills to remain competitive. They must also become proficient in adapting skills and experiences to the needs of companies as they change.
- To meet lifestyle needs, clients must consider the marketability of skills, labor market demand and financial value placed on skills.
- Although the individual's unique personality, values and interests are important for a successful fit in a company culture, they are not the primary hiring factors from the employer's perspective.

The following graphic highlights changing market realities. As companies change direction, individuals need to shift their career plans so that both are moving in the same direction.



Successful job seekers must know how to translate their skills and experience into new industries, prepare a targeted resume and express themselves persuasively in interviews.

PREPARING INDIVIDUALS FOR THE JOB SEARCH

Effective marketing for the job search requires the completion of the following five steps.

1. Developing a Marketing Profile

For each job search, your client will benefit by developing a marketing profile of all available and relevant skills. Clients can review Skill Categories, Skill Sets and key skills on their Personal Skill Profile to stimulate their accomplishments and examples that support their preferred skills.

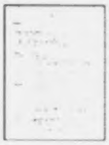
2. Identifying a Job Target

Effective marketing requires the individual to declare a focus, a job goal or basic direction to target their skills. This step requires researching and analyzing the skills required for each position in order to customize a resume, cover letter and responses to interview questions.

3. Developing Accomplishment Statements

Clients must learn how to write accomplishment statements to provide evidence of their preferred transferable skills and experience. Accomplishments serve as the centerpiece in the resume and are used in the interview to provide specific examples of problem solving abilities.

4. Designing Support Tools



Resumes are the primary marketing document for bridging client skills to the needs of the employer. Each of the previous steps – the marketing profile, identifying a job target and developing accomplishments – play a critical role in designing a resume that opens the door for interviews.

5. Articulating Marketability

The ideal outcome of the preceding four steps is a face-to-face interview with the hiring authority. Adequate preparation for the interview requires practice in articulating accomplishments, skills and experience until a high level of confidence and ease is achieved.

In Chapter 5 we explore in detail specific marketing challenges and provide strategies, techniques and resources for addressing them. We will also examine a case study to illustrate key points.

SUMMARY

You now have a basic understanding of the many uses of SkillScan results. In the next three chapters you will learn how to apply these techniques in a systematic way.

NOTES

CHAPTER 4: CAREER PLANNING AND CAREER CHANGE STRATEGIES, TECHNIQUES AND RESOURCES

LEARNING OBJECTIVES

Upon completion of this chapter, you will be able to:

- Identify the typical causes underlying client career planning needs.
- Apply specific strategies and techniques using the Career Planning Strategy Matrix.
- Examine case studies of career change problems and apply strategies using the Career Change Strategy Matrix.
- Optimize effectiveness by recognizing and understanding some common complexities involved in career change situations.

TYPICAL SKILL-RELATED PROBLEMS AND CAUSES

In this chapter we study the specific skill-related needs of clients in both career planning and career change scenarios, examine the causes and problems in greater detail and suggest strategies and techniques for their resolution.

At the conclusion of these case studies, we have provided a Career Planning Strategy Matrix and a Career Change Strategy Matrix to use as guides in working with clients.

In Chapter 1, we presented several typical career counseling problems that clients experience and the main reasons they don't execute a career plan. They are reviewed here for easy reference.

TYPICAL PROBLEMS/NEEDS	CAUSES OF SKILL-RELATED PROBLEMS
College Student – I don't have any job skills. I've been in college for the last 5 years.	1. Insufficient knowledge of strongest and most preferred skills. 2. An inability to define and describe skills. 3. Little or no understanding of the different skill types they possess. 4. Concern about the legitimacy of skills developed in unpaid experience. 5. Confusion about which skills to use in career selection; strongest versus preferred, recent versus past. 6. Under stress; inability to differentiate the environmental elements from the job functions and the skills used. 7. Lack of information about career options and the skills required to enter, grow and advance in an occupation.
Re-entry Woman – I've been a mother for the last 10 years. What am I qualified to do?	
Laid-Off Manager – Companies are cutting out their management positions. What else can I do?	
Burned-out Professional; Teacher, Lawyer, Nurse etc. – I hate my job, but what else can I do?	
Support Person – I've just been a telephone operator and I don't have any marketable skills.	

CAREER PLANNING CASE STUDIES

As you read the list of common client perceptions, take note of the similarities and differences in the underlying causes. Then refer to the Client Need section in the Career Planning Strategy Matrix beginning on page 4-4 to see how the perceived needs can be distilled into a series of basic information needs.

First we will study the college student and the re-entry woman. Although on the surface their situations sound quite different, the underlying causes are similar and require parallel strategies for resolution.

COLLEGE STUDENT PERCEPTION

- The student believes he has developed only generalized skills through his education, and that these skills are not marketable.
- Feels after-school and summer work experiences are not useful in a career search.
- May overlook extra-curricular and volunteer activities as sources for identifying skills and career related interests.
- Unsure about the relevance of college major (Knowledge-based Skills) to career options.
- May lack understanding of how college coursework teaches transferable skills, such as writing, research, and develops personal traits/attitude skills, such as persistence, motivation, etc.
- May lack knowledge of work options.

RE-ENTRY WOMAN PERCEPTION

- The re-entry woman may feel that an employer will not value the skills she used in the home, in previous employment and through volunteerism.
- Because time and energy have been directed towards homemaking and child care functions, she may be unsure about her true skills and preferences.
- May have limited time and financial resources for skill development or has immediate needs to support her family as a result of personal crisis such as divorce.
- May have a limited knowledge of work options and requirements to enter various jobs/careers.

COUNSELOR PERSPECTIVE AND ROLE

Notice that the college student and the re-entry woman have some common problems: they both have inadequate information about their skills; they devalue their non-paid experiences; and they have misconceptions about the role of skills in career planning. These problems must be addressed in a structured and logical manner, as part of the client's career guidance.

CAREER PLANNING STRATEGY MATRIX

The matrix below offers a sequential set of strategies, techniques and resources to guide you in meeting client skill-related and self-assessment needs during the first three stages of the Five Stage Career Development Process: Self-Assessment, Exploration and Focus and Goal Setting, as referenced in Chapter 3.

The Supplement beginning on page S-1 includes a host of specially designed exercises and aids for client use. Beginning on page R-1, in the Reference section you will discover additional sources of information for your use.

CAREER PLANNING

Objective – Assist clients in developing career options compatible with Self-Assessment criteria.

Stage 1 – Self-Assessment

Client Need	Strategy	Techniques/Resources
1. Understanding of skills, strengths and preferences.	Administer SkillScan. Assess all skill types.	SkillScan Instructions, page S-3. Knowledge-based Skills, page S-21. Personal Traits/Attitudes, page S-22.
2. Examples of preferred tasks and functions which draw on key skills.	Probe for examples of enjoyable activities from the past. Discuss goals for the future.	Analyzing the SkillScan Results, page S-7. Examples of Favorite Skills, page S-19.
3. Awareness of interests and industries for career exploration.	Assess client's interests from exercises or interest inventories.	Discovering Your Interests, page S-20. References, i.e., Interests, page R-1.
4. A list of potential work options.	Brainstorm options using SkillScan results and interests. Evaluate pre-existing ideas for feasibility.	Brainstorming Career Options, pages 3-12 and S-17. Analyzing Pre-existing Options, page 3-12.

Stage 1 – Self-Assessment – continued

Client Need	Strategy	Techniques/Resources
5. Assessment of values and personality for decision making.	Assess client's values, personality and other relevant career information/ preferences.	References, i.e., Career Assessments, page R-1.

Stage 2 – Exploration of Options

Client Need	Strategy	Techniques/Resources
6. Evaluation of options to determine a focus.	Client conducts research through libraries and informational interviews. Discuss viable options.	References, i.e., Career Exploration, page R-1.

Stage 3 – Focus and Goal Setting

Client Need	Strategy	Techniques/Resources
7. Preparation for entry into the career.	Provide input on ways to develop skills, experience and training to enter the career.	Skill Development, page S-23 to 26.

CAREER CHANGE CASES

People who have invested substantial time, training and energy into a career and now want to make a change often look to facilitators for help. Typical areas of assistance include clarifying the type of change needed, generating options, supplying information and working out a strategy to accomplish the goal.

Most clients considering career change benefit by completing the self-assessment activities in Stage One of the Five Stage Career Development Process. Once you have sufficient and current information on your client's skills, interests and values, you can discuss workable alternatives and assist in the formulation of a plan.

To illustrate the more difficult aspects of career change, we have selected the Laid-Off Manager and Dissatisfied Teacher to use as examples. The Career Change Strategy Matrix, on page 4-9 outlines various strategies and techniques to use with your clients.

LAID-OFF MANAGER SCENARIO

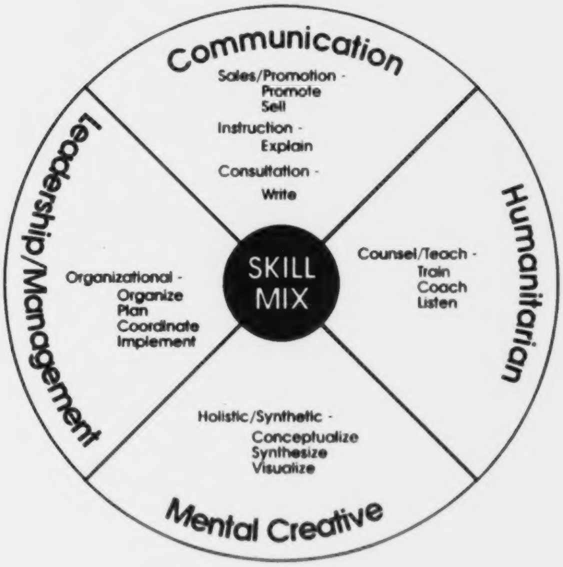
After completing self-assessment your client decides that she enjoys using management skills and would ideally like to continue in a management position within the banking field. In this case the client might begin exploring the demand in the banking industry while developing a contingency plan to expand the focus to other segments of the financial world, such as collections, mortgage banking, etc. If she decides to change industries she may need your help in brainstorming industry alternatives, conducting research and developing new skills as outlined under Client Need 2 in the matrix, (page 4-9).

If instead your client decides to change work functions within the banking arena, you could use her SkillScan results from the Personal Skill Profile to generate alternative work possibilities in the banking field. She might also need help in exploring these possibilities through informational interviews to evaluate their feasibility. See Client Need 3 in the Matrix.

DISSATISFIED TEACHER SCENARIO

In a situation where a teacher wanted to leave teaching and move into a different industry and environment, the options would vary dramatically depending on the transferable skill mix and knowledge-based skills required to enter the new career.

The following graphic highlights a typical transferable/functional skill mix of a teacher.


Communication
Sales/Promotion -
Promote
Sell
Instruction -
Explain
Consultation -
Write
Leadership/Management
Organizational -
Organize
Plan
Coordinate
Implement
SKILL
MIX
Humanitarian
Counsel/Teach -
Train
Coach
Listen
Holistic/Synthetic -
Conceptualize
Synthesize
Visualize
Mental Creative

The tables below offer some career possibilities the teacher could explore based on various Skill Sets and different industries. Each example includes sample actions necessary to pursue the alternatives.

Example 1

Skill Emphasis	Employment Focus	Possible Job Titles	Work Environments
Instruction Set Explain and Train	Training Adults	Trainer Training Coordinator Customer Support Rep	Corporate Training Private Training Companies Sales/Manufacturing

Actions

- Develop knowledge-based skills in new subject areas to deliver training in new industry/environment.
- Gain experience in training adults.
- Become familiar with corporate environment: culture, organizational structure, personalities, etc.

Example 2

Skill Emphasis	Employment Focus	Possible Job Titles	Work Environments
Consultation and Holistic Sets Write and Conceptualize	Designing Instructional Manuals/Materials	Instructional Designer Curriculum Writer Editorial Assistant	Corporate Human Resources Academic Organizations Publishing Marketing Manufacturing

Actions

- Update or develop knowledge-based skills in instructional design, adult learning theory, etc.
- Prepare a portfolio of writing, editing and training materials.
- Gain experience through volunteer, contract or project work.

Example 3

Skill Emphasis	Employment Focus	Possible Job Titles	Work Environments
Sales/Promotion Set Promote and Sell	Sales of Concepts/Services	Sales Representative Account Executive	Training and Educational Companies Publishing Services Business/Creative Services

Actions

- Gain skills in sales and establish a track record through a part-time selling job or through entry-level sales training program.
- Develop knowledge-based skills in products/subjects of interest.
- Stress use of persuasive abilities in volunteer teaching or other employment experiences to build a case for the self-marketing stage.

CAREER CHANGE STRATEGY MATRIX

The matrix below supplies a variety of strategies, techniques and resources for helping clients through many of the career change tasks and challenges.

Objective – Help clients clarify the type of change necessary and provide appropriate assistance and strategies to support the change.

Client Need	Strategy	Techniques/Resources
1. Satisfied with the work function but dissatisfied with the company environment.	Clarify the elements needed to resolve dissatisfaction with the environment. Help explore a similar position in a new company. Assist client in self-marketing.	Analyzing the SkillScan Results, page S-7. References, i.e., Career Exploration, page R-2. Self-Marketing for the Job Search Matrix, page 5-4.
2. Satisfied with the work function but dissatisfied with the industry.	Assess needs, interests and values to generate industry alternatives. Help research alternatives. Client examines feasibility of a change. Guide in skill development to prepare for a change. Help prepare for self-marketing.	Discovering Your Interests, page S-20. References, i.e., Career Exploration, page R-2. Skill Development Planning, page S-23. Self-Marketing for the Job Search Matrix, page 5-4.
3. Dissatisfied with the work function but satisfied with the company/ environment and industry.	Use SkillScan results and interests to brainstorm alternative work possibilities. Guide exploration of alternatives within existing environment. Discuss feasibility and fit. Assist in a plan to develop skills on the job, in company training or community programs.	Career Planning Strategy Matrix, Steps 1-4, page 4-5. Skill Development Planning, page S-23.
4. Dissatisfied with work function, company/ environment and industry.	Conduct comprehensive self-assessment process. Identify preferred work functions based on SkillScan results. Assist in brainstorming options. Aid in research of alternatives for feasibility and fit. Develop a training plan. Help prepare for self-marketing.	Career Planning Strategy Matrix, page 4-5. References, i.e. Career Assessments, page R-1. Skill Development Planning page S-23. Self-Marketing for the Job Search Matrix, page 5-4.

CAREER CHANGE COMPLEXITIES

The average American changes jobs once every three years and changes careers every 10 years. Given these statistics, you must develop a firm understanding of the challenges individuals face in making such frequent changes. The following points highlight two important issues for helping individuals in career change.

EFFECT OF STRESS ON CAREER DECISION MAKING

Being laid off, getting fired, quitting without a career plan, and suffering from burn-out are all stress inducing. Clients experiencing this type of tension may think a career change will resolve their problems. If, however, the source of the clients' dissatisfaction is stress, a career change may not relieve the symptoms since stress will most likely follow them into their new career.

Be aware of your client's stress-related symptoms: depression, low self-esteem, chronic tiredness, cynicism or numerous physical ailments. Counseling may need to focus on clarifying the sources of stress and encouraging steps to reduce its impact. This approach allows individuals to accurately assess their needs and make choices in a healthier context, rather than making decisions in reaction to stress.

TIPS FOR CLIENTS WITH A LIBERAL ARTS DEGREE/BACKGROUND

Because many professionals such as teachers, lawyers, managers, etc. have a large transferable skill base, it is important to guide them through a careful assessment of their skills, values and interests to help them narrow the field of choices.

It is important to emphasize that each choice is accompanied by trade-offs including the amount of time to re-train, gain relevant experience and prepare a marketing campaign. When clients fully understand the steps involved in making a change, they can develop a strategy that meets short-and long-term objectives. See Strategy 4 in the Career Change Strategy Matrix, page 4-9.

SUMMARY

Often career planning and career change situations can be extremely complex, overwhelming and time consuming for our clients. Facilitators who are aware of the complexities of change can have a positive impact by providing purposeful, specific and enjoyable tasks as the matrix and manual supply. Over time and with hard work this journey of self-discovery can lead your client to a satisfying new career.

Once the career decision is made, training is completed and skills have been developed, the individual is ready for the self-marketing phase of the career development process. The major task at this stage is packaging and leveraging client skills to meet the needs of the employer.

In Chapter 5, we offer a self-marketing process that builds on SkillScan results accomplished in earlier stages and which facilitates the transition from self-assessment to the job search.

NOTES

CHAPTER 5: SELF-MARKETING FOR THE JOB SEARCH

LEARNING OBJECTIVES

Upon completion of this chapter, you will be able to:

- Assess client marketing needs and determine the type and level of assistance needed.
- Apply the five primary marketing steps and SkillScan strategies to assist clients in meeting their marketing objectives.
- Evaluate a case study to aid recognition of client self-marketing needs.
- Identify critical issues in teaching self-marketing skills for the 21st century.

SELF-MARKETING FOR THE JOB SEARCH

In the preceding chapters, we have concentrated on the role of assessment, reflection and research in developing a successful career focus. These steps are critical in formulating the criteria of an ideal job and necessary for stimulating the client's desire to carry out a plan of action.

During the Self-Marketing for the Job Search stage, the focus shifts from ideas and intentions to strategic action. For most clients, this requires the mastering of some new and oftentimes uncomfortable, "marketing skills."

MARKETING SKILLS

In the job search, clients are targeting their skills to meet the employers needs and solve their problems. In exchange, the employer offers a position accompanied by title, financial rewards, benefits and an opportunity to apply skills to meet company goals.

Since self-marketing requires job seekers to "sell" their skills they must first know what skills they have, which ones are needed for the position and how to articulate them in their self-marketing efforts. We utilize five primary marketing steps as guides for teaching these skills.

FIVE PRIMARY MARKETING STEPS

1. Developing a Marketing Profile
2. Identifying a Job Target
3. Developing Accomplishment Statements
4. Designing Support Tools
5. Articulating Marketability

CLIENT ASSESSMENT

Since most clients have not had the benefit of self-assessment prior to the job search stage, you may encounter clients with a wide range of needs. A few of your clients will be aware of their skills, know exactly what they want to do and require minimal help in the process. Others, however, will be totally unfocused. They may not know what their skills are or how they want to use them. Most of the job hunters you encounter will fall somewhere in the middle.

You may need to assist them in identifying and reviewing their skills, as well as brainstorming alternative work options and suggesting resources for researching options. Completion of these steps are important to the execution of a full-fledged marketing campaign.

In effect the first steps of self-marketing may overlap with the self-assessment stage, except now the client is focused on matching skills to employer needs and job requirements.

To assist clients in this process, we have developed a Self-Marketing Matrix which outlines five primary marketing steps with corresponding strategies and exercises to equip clients with fundamental marketing skills.

SELF-MARKETING FOR THE JOB SEARCH MATRIX

Use the following matrix to provide an organized sequence of activities and exercises to help clients achieve proficiency in the marketing process. Each of the following strategies and exercises is then illustrated using a case study.

Objective – Help clients translate and apply SkillScan results by developing accomplishment statements, writing a resume and preparing interview responses which support their goal.

Client Need	Strategy	Techniques/Resources
1. Developing a Marketing Profile Knowledge of all relevant marketable skills.	Administer SkillScan Identify Knowledge-based and Personal Trait skills. Prepare a profile of skills.	SkillScan Instructions, page S-3. Knowledge based Skills, page S-21. Personal Traits/Attitude Skills, page S-22. Marketing Profile, page S-31.
2. Identifying a Job Target Identify a position and industry.	Assist client in researching options and analyzing the skills required for the position.	Position Analysis Exercise, page S-32.
3. Developing Accomplishment Statements Express skills and experience in persuasive terms.	Demonstrate use of SkillScan results to develop accomplishment statements.	Developing Accomplishments, pages S-33 to 35. Marketing Terminology, page S-36.
4. Designing Support Tools Prepare a resume which focuses skills toward objective.	Stress use of SkillScan results to focus preferred skills toward job target. Demonstrate use of Skill Categories and Skill Sets to clarify functional headings for resume.	Chronological Resume Example, page S-37. Functional Resume Examples, pages S-39 to 42. Marketing Terminology, page S-36. Functional Skill Titles for Resumes, page S-43.
5. Articulating Marketability Verbally express skills, strengths, experience, accomplishments in an interview.	Provide practice opportunities to express responses to interview questions.	Interview Preparation Guide, page S-44 to 45.

IDENTIFYING KEY ISSUES THROUGH A CASE STUDY

Individuals require varying degrees of help during the self-marketing process. In this section, we use a case study to illustrate common self-marketing issues and effective use of the strategies. Please refer to the Supplement for a complete set of sample exercises.

CASE STUDY

Glen had been a practicing attorney for less than two years when he was laid off. Prior to law, he had worked in sales for about two years and had two years of experience in the Peace Corps in Central America. (Refer to page S-37 in the Supplement for Glen's chronological resume).

In career counseling, he expressed his dislike of litigation and a strong desire to work in business. He was very clear about wanting more involvement in making and executing business decisions that were not solely regarding legal issues.

He was open to using his law degree and background but wanted to explore alternatives outside of traditional legal practice. In eight months he completed his self-assessment process, an intensive job search and became a Risk Manager for a fast growing manufacturer of computer peripherals.

EXAMPLES OF KEY ISSUES

1. Developing a Marketing Profile

In a competitive job market, job seekers need a flexible mix of skills so they can package themselves in different ways, depending on the needs of the market. Assessment of your client's transferable skills, personal traits and knowledge-based skills on a one-page Marketing Profile will provide the basic information for various marketing purposes.

See pages S-3, S-21 and S-22 to assess skills and page S-31 for the *Marketing Profile.*

Glen's Marketing Profile

Transferable/Functional Skills (from Personal Skill Profile)

Leadership/Management (Project Management)		Mental/Creative	Mental/Analytical
Plan	Organize	Improvise	Evaluate
Initiate	Implement	Conceptualize	Observe
Decision Making		Use Foresight	Problem Solve
		Visualize	

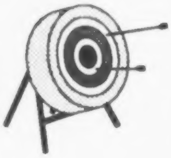
Personal Attributes/Attitudes

Adventurous
Initiative
Imaginative
Honest
Detailed
Results-oriented

Knowledge-based Skills

- Process and procedures
- Project analysis/assessment
- Contracts administration
- Drafting a combination of elements into a clear workable package
- Law and business degree

2. Identifying a Job Target



In actual practice, many clients clarify the position and industry as they proceed in their job search. No one can know all the possibilities in a fast changing job market, but facilitators can assist clients by:

- Helping clients conceptualize how their skills might be valuable in various jobs and industries. Encourage exploration.
- Encouraging clients to take steps in a direction, even with minimal information about positions, companies or industries. Allow their course to be corrected as they receive feedback and information along the way.

- Analyzing each work option for the three types of skills required and comparing with client marketing profile to determine a skill match. See *Position Analysis Exercise*, page, S-32.

Glen's Focus

After brainstorming and discussing possibilities, the following options emerged:

- Contract administration for a leasing company
- In-house counsel for a high-technology business
- Strategic planning for a fast-growing business
- Waste management
- Project management
- Risk management
- Purchasing management

After some preliminary research and informational interviewing, Glen eliminated many of the options and decided to focus on risk management, international management position and in-house counsel in a high-technology business. See Glen's resumes on pages, S-37 to S-42.

3. Developing Accomplishment Statements

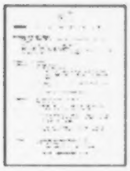
Successful marketing involves packaging your client's skills and experience to demonstrate the benefits to the potential employer. Facilitators can:

- Help clients remember, discuss and validate skills and experience from paid and non-paid activities that highlight preferred skills.
- Adopt the employer's point of view to provide feedback on the information that might be most vital to the employer.
- Assist in translating raw skill information from their Personal Skill Profile and other skill exercises into concise, positive and persuasive accomplishment statements. Refer to *Developing Accomplishment Statements*, page S-33 and *Marketing Terminology* on pages S-36 in the Supplement.

Samples of Glen's Accomplishment Statements

- Formulated emergency checklist and instruction guide for use by Hewlett-Packard's corporate Risk Management Department.
- Planned and monitored the physical distribution of $7 million donation of medical supplies throughout El Salvador following 1986 earthquake.
- Drafted general partnership agreement and two option contracts to support an $18 million land purchase agreement for Japanese and Taiwanese clients.

4. Designing Support Tools



A resume plays a critical role in the marketing process in two ways. First, it provides a tangible presentation of the client's experience, skills and strengths in a persuasive and organized form. Secondly, it serves to connect the client's skills with the employer's needs.

In a dynamic labor market, you need to stress:

- The importance of flexibility in marketing oneself. This may require adapting and packaging skills and experience in different resume styles, with customized content for each alternative.
- Developing new skills and experience through training courses, volunteer work or self-study to increase marketability.

Glen's Support Tools

In the course of his search, Glen eventually developed three resume versions: a standard chronological resume for in-house counsel positions and two functional resumes, one for risk management and one for international management. See *Resume Examples*, pages S-37 to S-42 and *Functional Skill Titles for Resumes*, S-43 in the Supplement.

In Glen's resumes, he shows his risk management experience as "in progress." In order to gain experience in the field without going back to school, he volunteered to work on special projects with major companies.

5. Articulating Marketability

During the interview, the employer is assessing for all three types of skills:

Knowledge-based skills – questions about what the applicant already knows from education and work experience.

Transferable/functional skills – questions about accomplishments and specific work experiences.

Personal Attributes/Attitudes – questions about motivation and work style to determine compatibility with the company culture.

You can assist your clients to prepare for interviews by providing interview questions, practice opportunities and feedback. See pages S-44 to S-45 for *Interview Preparation Guide* in the Supplement.

Glen's Interview Preparation

Glen possessed a high degree of communication skills upon entering career counseling. The work he completed in his self-assessment process facilitated the completion of his marketing profile and accomplishment statements. As his search progressed, he designed the two functional resumes, successfully conducted numerous informational interviews and attended meetings of the local Risk Management Association. Glen's thoroughness in the earlier stages of his search paid off. He needed minimal coaching in preparation for the formal interviewing stage.

SUMMARY

In our work with thousands of clients in various settings, nine out of ten dislike and resist the prospect of learning how to do self-marketing.

Yet mastering marketing skills will be the most practical set of skills facilitators teach to their clients. Clients need to acquire these skills for survival in career development in the 21st century.

One of the main hurdles counselors must help clients overcome is resistance to change. People resist change for a few reasons: fear of the unknown, feelings of inferiority and ignorance about how the work world functions.

Facilitators must create a safe learning environment for individuals to recognize, face and overcome these hurdles. By doing so, clients gain the knowledge, skills and confidence to adapt and apply their skills in new ways, as the current marketplace requires.

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CHAPTER 6: INTEGRATING SKILLSCAN RESULTS WITH STANDARDIZED CAREER ASSESSMENTS

LEARNING OBJECTIVES

Upon completion of this chapter, you will be able to:

- Demonstrate the relationship of the SKILLSCAN Professional Pack Categories with Holland environments and Jungian personality themes.
- Integrate client assessment information into holistic themes to increase client self-understanding.
- Analyze a case study that integrates themes from two assessments and demonstrates how to generate appropriate career options.
- Examine teaching aids for communicating concepts to your clients.

USING STANDARDIZED TESTS IN SELF-ASSESSMENT

Many professionals working in career development utilize Holland and Jungian-based assessment tools. The popularity of these assessments has steadily increased because they provide a useful framework for clients to increase self-understanding and view their career preferences in relationship to various career options and personality styles. Having used and enjoyed the many features of these instruments, we have found the greatest power lies in integrating the principal themes of interests, skills and personality into a unified whole.

When SkillScan results are integrated with the Holland and Jungian themes clients often see a connection between their skills, preferred work functions, interests and their personality. Instead of receiving isolated fragments of data from one instrument, clients experiences an emerging picture of repeating themes and preferences. This strengthens their self-concept and facilitates the career decision making process.

INTEGRATING ASSESSMENT RESULTS

From working with hundreds of clients in career planning we discovered an overlap in the themes clients generated from the SkillScan and the Holland and Jungian-based instruments. In this section, we review the essence of Holland and Jung's theory, outline the principal themes from each and point out the similarities with SkillScan categories. This discussion is followed by illustrations which that portray the integration of these themes and serve as aids for teaching clients.

HOLLAND THEORY OF CAREERS

The Holland theory of careers organizes people into six vocational personalities and work environments: Realistic, Investigative, Artistic, Social, Enterprising and Conventional. Each type is characterized by particular attributes, competencies and interests. Refer to *Making Vocational Choices*, John Holland for an elaboration on the theory. A listing of instruments which utilize Holland themes is located in the Reference section under Career Assessments - Interests.

SIMILARITIES BETWEEN HOLLAND THEMES AND SKILLSCAN

The following chart highlights some similarities between the Holland vocational personalities and SkillScan categories. Note that these similarities are the authors' interpretation of the relationship between the two sources of information.

VOCATIONAL PERSONALITY	SKILLSCAN CATEGORY AND DEFINITION
REALISTIC Technically and aesthetically inclined people who prefer to work with their hands and tools to build, repair, grow things, and work out of doors.	**PHYSICAL** Interaction of the body with the physical world.
INVESTIGATIVE Abstract problem solvers who prefer to work on their own, using their intellect to learn, investigate and solve problems.	**MENTAL/ANALYTICAL** Logical processing of information and data to produce usable information for problem solving.
ARTISTIC Idea creators who prefer to work with their mind, body and emotions to create art forms, innovate, and use their imagination in expressive ways.	**CREATIVE EXPRESSION** The creative representation of an inner ideal through a unique and personalized form. **MENTAL/CREATIVE** Non-linear means of processing information to formulate ideas and/or adapt concepts to problems and needs.
SOCIAL People helpers who enjoy providing help, information and services to develop, cure or meet human needs.	**HUMANITARIAN** Interpersonal communication skills that directly benefit individuals and/or groups. **COMMUNICATION** General verbal and written communication skills for interaction with individuals and groups.
ENTERPRISING People influencers who enjoy exercising influence, leading and managing people and accomplishing goals.	**LEADERSHIP/MANAGEMENT** General organizational, managerial and/or high level communication skills in directing people, projects and/or materials to accomplish goals.
CONVENTIONAL Data and detail people who prefer to work with words and numbers, and carry out detailed instructions.	**MENTAL ANALYTICAL** Logical processing of information and data to produce usable information for problem solving.

CONNECTING SKILLSCAN AND HOLLAND THEMES IN A CASE STUDY

Holland themes are useful in pointing out fields of interest and personal characteristics when working with your client. It is critical to differentiate between the themes which relate to interests (the fields or industries the client would like) and the skills the client would like to use. The following case study illustrates these important points.

CASE STUDY

Joan is a high school teacher who did not enjoy her teaching position and thought her strengths were more in the analytical and management areas. She had been looking into actuarial work in the insurance field when she enrolled in a self-assessment class. After identifying her skills through the SkillScan and clarifying her three major Holland themes, the problem and possible solutions became more apparent.

Her three primary Holland themes, in order of preference, were:

1 – Enterprising, 2 – Social and 3 – Investigative

Her preferred Skill Categories and preferred skills were:

Leadership/Management: Supervise, Delegate, Plan, Organize
Mental Analytical: Analyze, Evaluate, Research, Problem-Solve
Communication: Influence, Liaison, Write, Consult

A discussion of the results indicated that her interests were in the field of education; she saw education as valuable in helping children find a productive place in society (a Social theme). Her skills revealed a preference for the management of people (an Enterprising theme) and analyzing ways to improve the delivery of education (an Investigative theme).

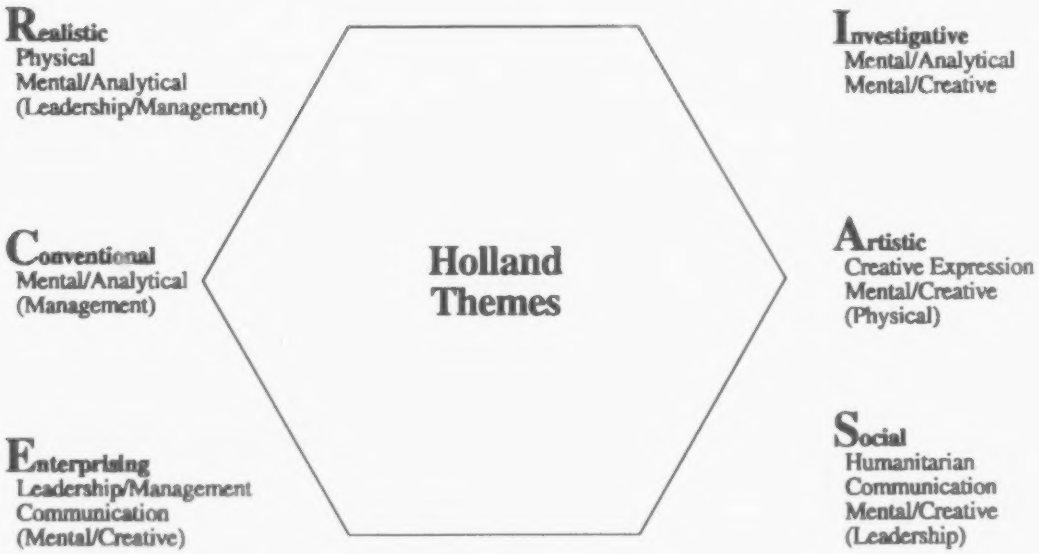
A brainstorming session which focused on these skills and interests led to the following ideas:

- Fund-raiser for a private school
- Testing administrator
- High school administrator
- Director for an educational research institution
- Program director for a non-profit educational organization

This case study reinforces the importance of placing skills and interests in their proper position. A knowledge of the client's skills facilitates the connection between what the client can do (such as fundraising or administration) and the field or environment where they can do it (in this case, education-related environments).

CONNECTING SKILLSCAN WITH HOLLAND THEMES

The graphic below illustrates the relationship between the six Holland* themes and the SkillScan Categories for purposes of reinforcing client themes and aiding career exploration. Please note this is the authors' interpretation of the relationship. Categories in parentheses are less prevalent. A reproducible graphic is included on page S-27.


Realistic
Physical
Mental/Analytical
(Leadership/Management)
Investigative
Mental/Analytical
Mental/Creative
Conventional
Mental/Analytical
(Management)
Holland Themes
Artistic
Creative Expression
Mental/Creative
(Physical)
Enterprising
Leadership/Management
Communication
(Mental/Creative)
Social
Humanitarian
Communication
Mental/Creative
(Leadership)

***JOHN L. HOLLAND:**

Model of Types and Environments, 1975
Making Vocational Choices: A Theory of Careers, 1984
Dictionary of Holland Occupational Codes, with Cary D. Gottfredson and Deborah R. Ogawa, 1982
The Self Directed Search Assessment Booklet and Occupations Finder, 1987

JUNG'S THEORY OF PSYCHOLOGICAL TYPES

Jung's theory is based on the central idea that people are born with innate preferences and by exercising these preferences develop consistent patterns of behavior. He developed a classification system of *functions* to describe these differences. They are the *Sensing* and *Intuition* functions which describe how people take in information, and the *Thinking* and *Feeling* functions which depict the differences in how people make decisions.

Jung's theory also discussed two preferences called the *Extraversion* and *Introversion* attitudes. Later Katharine Briggs and her daughter, Isabel Myers, developed a *Lifestyle Orientation* attitude. For simplification in making connections with SkillScan results, these attitudes will not be included here.

PRACTICAL APPLICATION OF JUNG'S THEORY

Jungian-based theory suggests that when work draws on the preferred mental function, the work will be easier and the performance better.

Because one of the main goals in Skills Focused Self-Assessment is to assist clients in understanding what they like to do, a Jungian-based instrument is extremely helpful. It provides a framework that reveals natural strengths and preferences, and explains why people are drawn to certain occupations more than others. In using Jungian-based assessments it is important to recognize and explain that the information is not meant to be a prescription. It is a description of patterns and tendencies to use in understanding oneself and evaluating career alternatives.

A listing of Jungian-based theory and instruments is included in the Reference section of the manual.

SIMILARITIES BETWEEN JUNGIAN THEMES AND SKILLSCAN

The chart below outlines the essence of each mental function and relates it to relevant SkillScan Categories and key skills. Note that these connections are the authors' interpretation of the relationship.

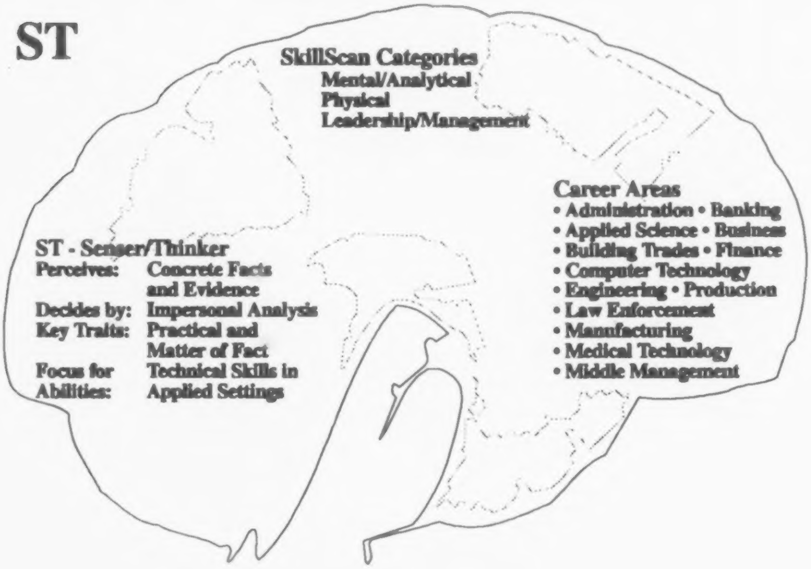
PERCEIVING FUNCTION	SKILLSCAN SKILLS
Sensing - perceives directly through the five senses, keen awareness of detail, facts, evidence and reality.	***Mental Analytical*** - skills such as: Observe, Categorize, Research, Manage Records, and Monitor. ***Physical*** - skills such as: Operate Equipment, Repair/Restore, Use Body Coordination.
Intuition - perceives in a general way by focusing on the total impression of a situation and the implications for the future.	***Mental Creative and Creative Expression*** - skills such as: Conceptualize, Visualize, Synthesize, Design, Display, and Invent.

JUDGING FUNCTION	SKILLSCAN SKILLS
Thinking - impersonal, logical cause and effect approach to deciding. Tends to develop traits associated with thinking such as analytical, objective, concerned with principles and judgment.	***Mental/Analytical*** - skills such as: Analyze, Evaluate, Budget, and Problem Solving. ***Management/Leadership*** - skills such as: Determine Policy, Plan, Coordinate, and Decision Making.
Feeling - uses a personal, values approach to deciding. Considers the feeling and needs of oneself and others and tends to develop skills and traits for working with others, such as warmth, empathy and persuasiveness.	***Humanitarian*** - skills such as: Listen, Counsel, Take Care of Others, Advocacy, Train/Instruct. ***Communication*** - skills such as: Facilitate Groups, Motivate, Meet the Public, Promote.

CONNECTING SKILLSCAN WITH JUNGIAN THEMES

The graphics below illustrate the connections between the four combinations of mental functions (ST, SF, NT, and NF) and SkillScan Categories. Each graphic includes a brief list of suggested career fields to entice the client to explore and compare various career options with the self-assessment criteria. Reproducible graphics are included on pages S-29 to 30 in the Supplement.

ST



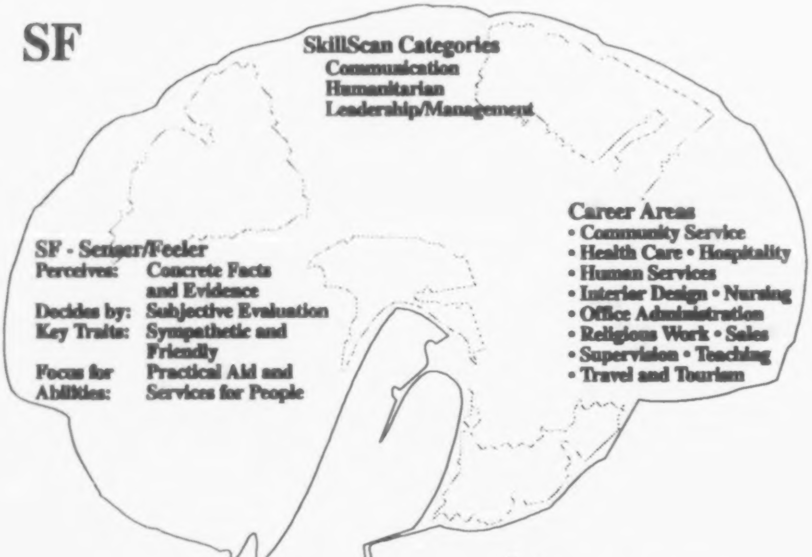
SkillScan Categories
Mental/Analytical
Physical
Leadership/Management

Career Areas
- Administration • Banking
- Applied Science • Business
- Building Trades • Finance
- Computer Technology
- Engineering • Production
- Law Enforcement
- Manufacturing
- Medical Technology
- Middle Management

ST - Senser/Thinker

Perceives:	Concrete Facts and Evidence
Decides by:	Impersonal Analysis
Key Traits:	Practical and Matter of Fact
Focus for Abilities:	Technical Skills in Applied Settings

SF



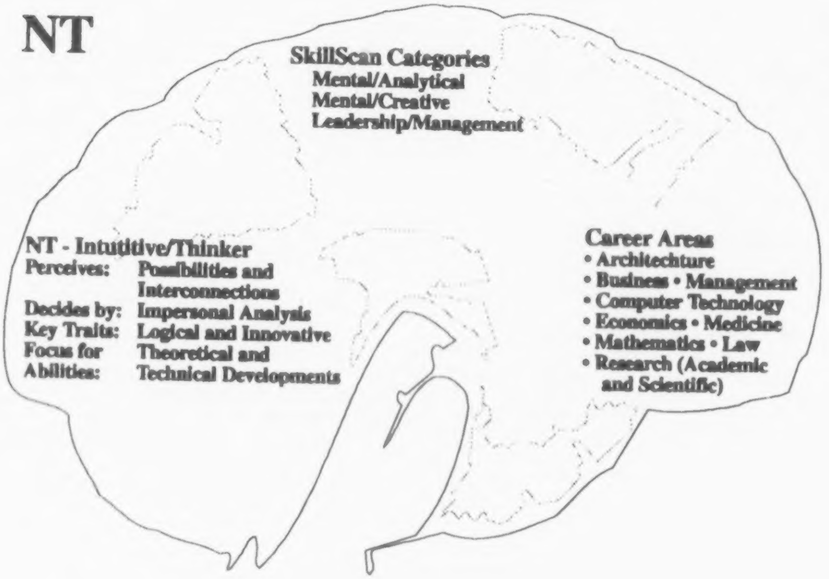
SkillScan Categories
Communication
Humanitarian
Leadership/Management

Career Areas
- Community Service
- Health Care • Hospitality
- Human Services
- Interior Design • Nursing
- Office Administration
- Religious Work • Sales
- Supervision • Teaching
- Travel and Tourism

SF - Senser/Feeler

Perceives:	Concrete Facts and Evidence
Decides by:	Subjective Evaluation
Key Traits:	Sympathetic and Friendly
Focus for Abilities:	Practical Aid and Services for People

NT



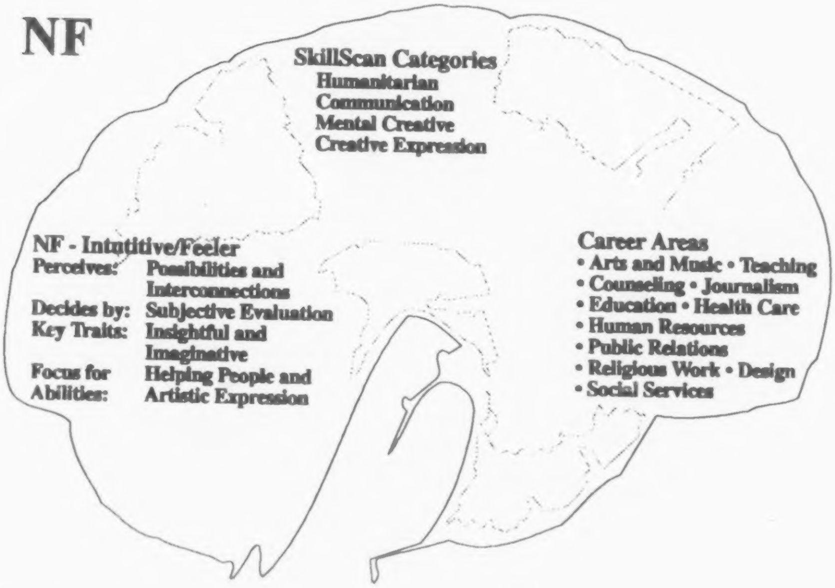
SkillScan Categories
Mental/Analytical
Mental/Creative
Leadership/Management

NT - Intutitive/Thinker

Perceives:	Possibilities and Interconnections
Decides by:	Impersonal Analysis
Key Traits:	Logical and Innovative
Focus for Abilities:	Theoretical and Technical Developments

Career Areas
- Architechture
- Business • Management
- Computer Technology
- Economics • Medicine
- Mathematics • Law
- Research (Academic and Scientific)

NF



SkillScan Categories
Humanitarian
Communication
Mental Creative
Creative Expression

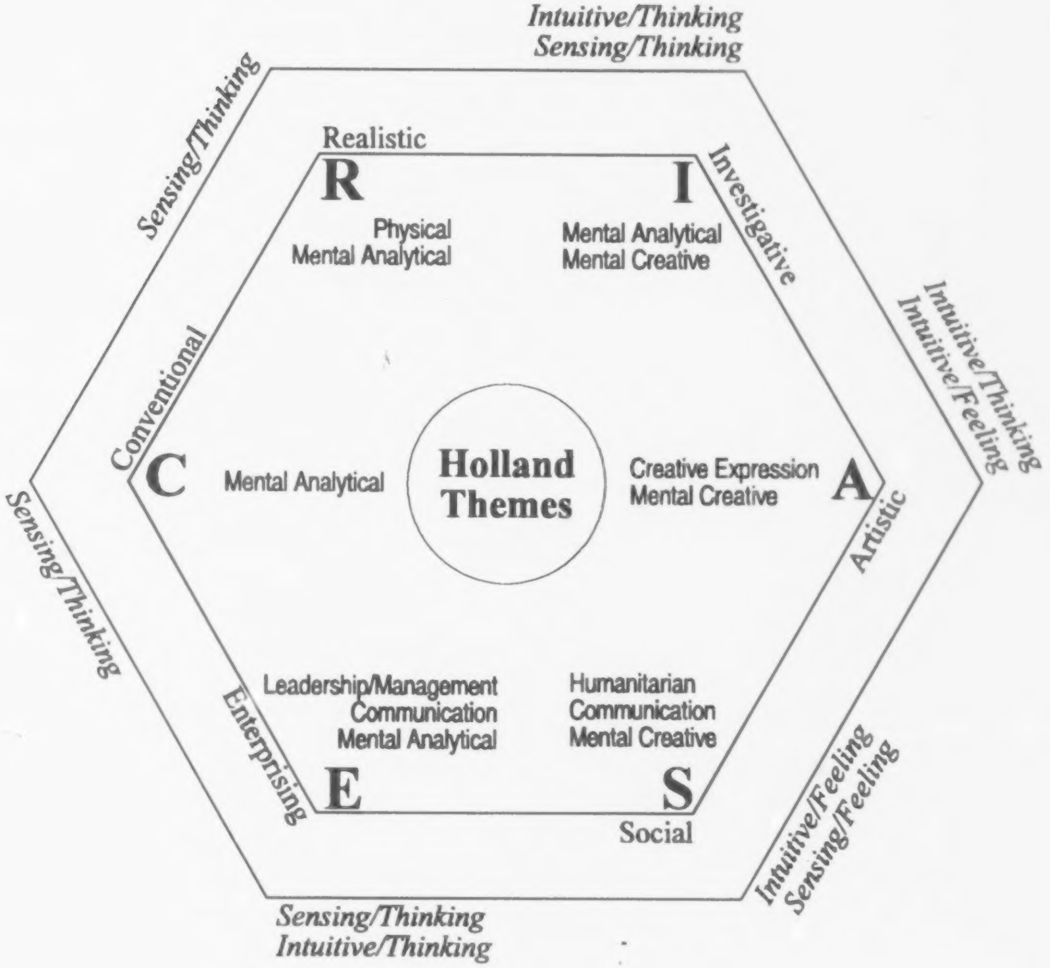
NF - Intutitive/Feeler

Perceives:	Possibilities and Interconnections
Decides by:	Subjective Evaluation
Key Traits:	Insightful and Imaginative
Focus for Abilities:	Helping People and Artistic Expression

Career Areas
- Arts and Music • Teaching
- Counseling • Journalism
- Education • Health Care
- Human Resources
- Public Relations
- Religious Work • Design
- Social Services

CONNECTING SKILLSCAN WITH HOLLAND AND JUNGIAN THEMES

The graphic below shows the connection between SkillScan Categories, and Holland and Jungian themes to aid clients in observing patterns in their overall preferences. Note that these connections are the author's interpretation of the relationship between SkillScan and Holland and Jungian themes. A reproducible graphic is included on page S-28 in the Supplement.


Intuitive/Thinking
Sensing/Thinking
Sensing/Thinking
Realistic
R
Physical
Mental Analytical
I
Investigative
Mental Analytical
Mental Creative
Intuitive/Thinking
Intuitive/Feeling
Conventional
C
Mental Analytical
Holland Themes
Creative Expression
Mental Creative
A
Artistic
Sensing/Thinking
Leadership/Management
Communication
Mental Analytical
Enterprising
E
Humanitarian
Communication
Mental Creative
S
Social
Intuitive/Feeling
Sensing/Feeling
Sensing/Thinking
Intuitive/Thinking

SUMMARY

Experience has taught us that even the most unfocused individual usually demonstrates a unifying theme of preferences. When similar information continuously appears through various instruments, the fragments coalesce into a distinct pattern which offers insight, definition and a structure for exploring and evaluating options.

By gaining experience in combining the results from various assessments and experimenting with their use you will develop a reliable process for enhancing client understanding.

NOTES

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FACILITATOR TOOLS

SKILLSCAN PROFESSIONAL PACK INSTRUCTIONS

The primary SkillScan activity involves sorting the cards and summarizing the information, as outlined below.

OBJECTIVES

- Define the skills in which you have basic competence and the skills you would like to develop.
- Identify the skills that you enjoy the most and that you would like to have play a major role in your work.
- Select your most important skill categories, areas of preference and strength, to aid in decision making of appropriate and satisfying career options.
- Develop a skill vocabulary to assist you in writing accomplishments for use in your resume and in expressing yourself in interviews.

INTRODUCTION

There are 64 skills defined on individual cards in the deck. You will sort the cards twice: first for level of competence; and second for preference in your work.

MIND SET

When working with SkillScan you will enjoy the process and gain maximum benefit if you:

- Work quickly.
- Have fun.
- Be spontaneous and honest.
- Let go of the need to achieve particular results.
- Take some risks by overstating your ability or selecting what you really want even if it seems impractical.

PRE-SORT ACTIVITIES

1. Identify and remove the six ivory colored cards from the deck.
2. From these six ivory colored cards, place the cards labeled COMPETENT and MINIMAL OR NO ABILITY in front of you as indicated below.

COMPETENT

MINIMAL
OR NO ABILITY

3. Keep the remaining four cards separate. You will use them later.

   Note: For this exercise, COMPETENT is defined as having used the skill in some *basic* way, not necessarily as an expert or professional and not just in paid activities. If you have performed the skill in any way, place the card in the COMPETENT pile, even if you dislike using the skill.

   MINIMAL OR NO ABILITY is defined as lacking this skill, even in a basic or fundamental way.

SORTING PROCESS

Sort 1

4. Quickly read each card in the deck and place it next to the COMPETENT or MINIMAL OR NO ABILITY card.
5. When done, place the MINIMAL OR NO ABILITY pile to one side. You will use it later.

Color Categorization

6. Now take the cards in the COMPETENT pile and put all cards of the same color together. (This step will ease the recording process later.)

Sort 2

7. Lay out the four remaining ivory colored category cards as shown. The cards representing your skills are placed in one of the four categories.

   Read each card in the COMPETENT pile and decide how you ideally want to use the skill in your work. For example, do you want to use it as a major part, a secondary part, a minor part or no part.

Choose between one of four roles using the following definitions and place the card next to the preferred category.

MAJOR ROLE	Derive a great deal of enjoyment when using this skill and want to give it a high priority.
SECONDARY ROLE	Derive some enjoyment when using this skill and want to use it in a supportive function.
MINOR ROLE	Feel neutral or will tolerate using this skill.
UNWILLING TO USE	No longer want to use this skill in work.

RECORDING THE RESULTS

8. Now you are ready to record the skills on your Personal Skill Profile – the white-colored folder included in the package.

9. On the inside of the Personal Skill Profile you will find several text boxes, each relating a card color to a skill category. For example; all blue cards represent skills in the Leadership/Management skill category.

10. Record each MAJOR ROLE skill word. Example: *Supervise* would be recorded in the box titled *blue*. Repeat this process for SECONDARY ROLE and MINOR ROLE skills.

    You now have a profile of all your COMPETENT skills, organized by the level of importance to you.

SKILL SUMMARY SECTION

11. Now clarify which skill categories and key skills are most important in your work by selecting and prioritizing your favorite skill categories. For example:

    1. Communication, 2. Physical, 3. Humanitarian.

    Note: As there is an uneven number of skills in each category, make your selection based on how much you enjoy using the skills rather than how many skills you selected in each category.

    Record the three skill categories and four favorite skills from each of those groups in the corresponding spaces in the SKILL SUMMARY.

OPTIONAL RECORDING STEPS

12. SKILLS TO DEVELOP – Review the skills in the MINIMAL OR NO ABILITY pile and select the ones you would like to develop. Record these skills on the back of the folder under SKILLS TO DEVELOP.

    UNWILLING TO USE and MINIMAL OR NO ABILITY – You may record all remaining skill cards not previously listed under the appropriate sections on the back of the Personal Skill Profile.

SUMMARY

Your Personal Skill Profile provides you with a picture of 64 primary skills and how you may want to use them. As you explore career options, refer to this Profile to check for skill compatibility. When you write your resume, use these words and concepts to attract appropriate job offers.

If you need additional help, ask your facilitator to help you apply this information to specific career development needs.

ANALYZING THE SKILLSCAN RESULTS

The results generated from the SkillScan can be used to stimulate critical thinking and discussion about important areas. Ask the questions below to analyze the results and elicit specific examples, plans and ideas to facilitate your client's steps toward meeting career objectives.

GENERAL QUESTIONS

1. What surprises you about the results from the SkillScan?

2. What criteria did you use to judge your self-estimates of ability?

3. What went through your mind as you selected skills for the Major role category?

4. What concerns do you have about the placement of your preferences (Major, Secondary and Minor role) on the Personal Skill Profile?

5. Do the results confirm or negate your current career ideas?

CURRENT JOB/CAREER EVALUATION

1. In what ways does your current work use your,
    a. Skill Categories,
    b. Skill Sets,
    c. Skills listed in the Skill Summary?

2. Which skills are not being utilized in the way that you would like?

3. In what ways could you use your current job or free time to develop preferred skills.

4. If you were using more of your preferred skills in an ideal way in the same environment, how would it affect your level of satisfaction?

5. What else would it take to improve your current work situation?

6. What other positions in your organization might be a better fit for your skills.

100

PLANNING FOR THE FUTURE

1. In thinking about the future, in what ways can you imagine using your Major Role skills in an ideal way?
2. What career options have you been considering? Which of these options best fits your Skill Summary?
3. What other career alternatives come to mind as you study your preferred skills?

SKILL DEVELOPMENT

1. To advance in your current career, which skills will you need to develop?
2. What opportunities are available for skill development in the current environment?
3. Which skills will you need to develop outside your current work, and in what ways could you gain those skills?

CAREER MANAGEMENT

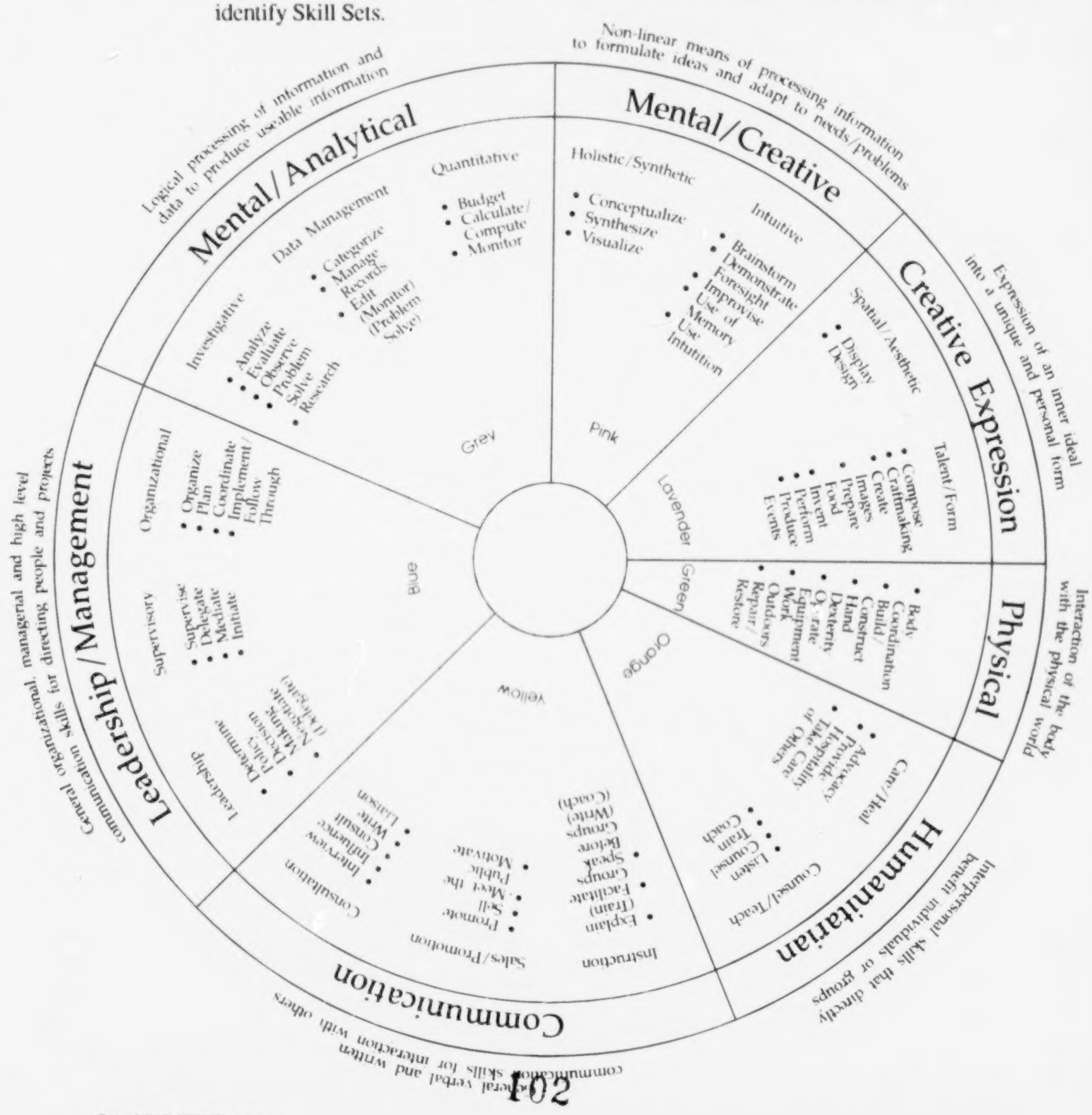
1. To expand or broaden your skill base, which skills will you need to develop?
2. How will you develop these skills?
3. What are your weak skill areas?
4. In what ways can you strengthen weak areas?

CAREER PLANNING/CAREER CHANGE

THE SKILL WHEEL

The Skill Wheel is comprised of seven Skill Categories and sixteen Skill Sets. Skill Sets are smaller skill groups within categories that suggest specific activities people like to perform.

Compare the skills listed on the Personal Skill Profile summary with this wheel to identify Skill Sets.


Logical processing of information and data to produce useable information
Mental/Analytical
Quantitative
• Budget
• Calculate/Compute
• Monitor
Data Management
• Categorize
• Manage Records
• Edit (Monitor) (Problem Solve)
Investigative
• Analyze
• Evaluate
• Observe
• Problem Solve
• Research
Grey
Non-linear means of processing information to formulate ideas and adapt to needs/problems
Mental/Creative
Holistic/Synthetic
• Conceptualize
• Synthesize
• Visualize
Intuitive
• Brainstorm
• Demonstrate
• Foresight
• Improvise
• Use of Memory
• Use Intuition
Pink
Expression of an inner ideal into a unique and personal form
Creative Expression
Spatial/Aesthetic
• Display
• Design
Talent/Form
• Compose
• Craftmaking
• Create Images
• Prepare Food
• Invent
• Perform
• Produce Events
Lavender
Interaction of the body with the physical world
Physical
• Body Coordination
• Build/Construct
• Hand Dexterity
• Operate Equipment
• Work Outdoors
• Repair/Restore
Green
Interpersonal skills that directly benefit individuals or groups
Humanitarian
Care/Heal
• Advocacy
• Provide Hospitality
• Take Care of Others
Counsel/Teach
• Listen
• Counsel
• Train
• Coach
Orange
General verbal and written communication skills for interaction with others
Communication
Instruction
• Explain (Train)
• Facilitate Groups
• Speak Before Groups (Write) (Coach)
Sales/Promotion
• Promote
• Sell
• Meet the Public
• Motivate
Consultation
• Interview
• Influence
• Consult
• Write
• Liaison
Yellow
General organizational, managerial and high level communication skills for directing people and projects
Leadership/Management
Organizational
• Organize
• Plan
• Coordinate
• Implement/Follow Through
Supervisory
• Supervise
• Delegate
• Mediate
• Initiate
Leadership
• Determine Policy
• Decision Making
• Negotiate (Arbitrate)
Blue

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SKILL REFERENCE CHART

The following is a listing of the seven Skill Categories with corresponding Skill Sets and a breakdown of the individual skills contained in each set.

HUMANITARIAN *Orange*		Interpersonal communication skills that directly benefit individuals and/or groups. *People Skills.*
CARE/HEAL	Advocacy, Provide Hospitality, Take Care of Others	Demonstrates an interest in the well being of others by advocating for a cause, providing hospitality and/or offering concern and empathy.
COUNSEL/TEACH	Listen, Counsel, Train, Coach	Interacts with individuals or groups for the specific purpose of educating, developing or assisting people to achieve personal and professional goals.

COMMUNICATION *Yellow*		General verbal and written communication skills for interaction with individuals and groups. *People Skills.*
INSTRUCTION	Explain (Train), Facilitate Groups, Speak Before Groups (Write, Coach)	Directly influences the outcome of human interactions through explanation, group facilitation or public speaking.
SALES/ PROMOTION	Promote, Sell, Meet the Public, Motivate	Exercises the use of persuasiveness through promoting, selling, motivating and interfacing with the public to effect a desired outcome.
CONSULTATION	Interview, Influence, Consult, Write, Liaison	Builds rapport, asks questions and determines needs to provide useful information, solve problems or facilitate a process.

LEADERSHIP/MANAGEMENT *Blue*		General organizational, managerial and/or high level communication skills in directing people, projects and/or materials to accomplish goals. *People, Data, Idea Skills.*
LEADERSHIP	Determine Policy, Decision Making, Negotiate, (Delegate)	Demonstrates vision, control and influence to build and shape the direction and operation of an organization.
SUPERVISORY	Supervise, Delegate, Mediate, Initiate	Exercises initiative, authority and responsibility for goal achievement of subordinates.
ORGANIZATIONAL	Organize, Plan, Coordinate, Implement/Follow-Through	Structures and carries out the steps to complete projects and tasks.

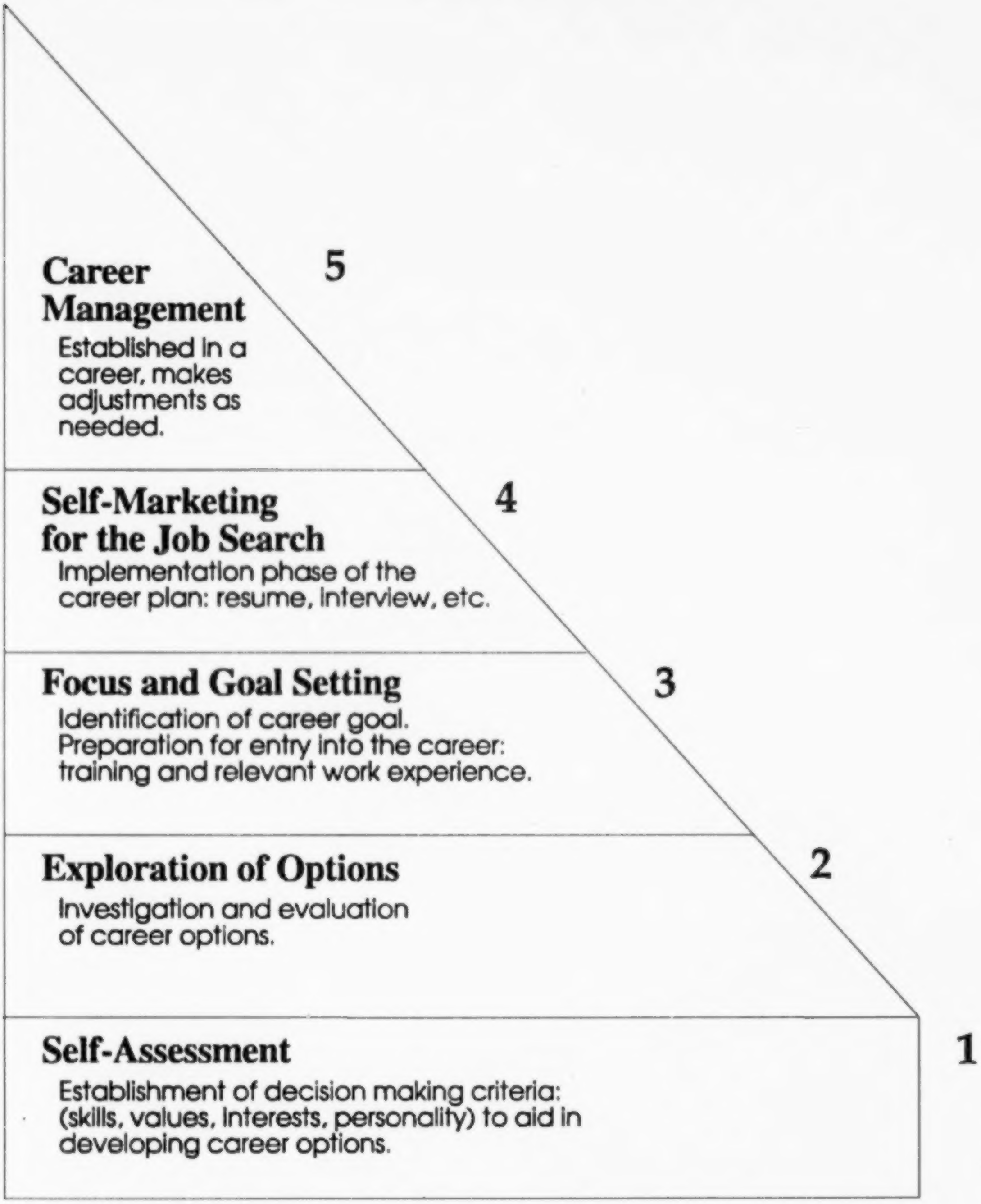
MENTAL/ANALYTICAL *Gray*		Logical processing of information and data to produce usable information for problem solving. *Data Skills.*
INVESTIGATIVE	Analyze, Evaluate Observe, Problem-Solve, Research	Identifies and defines problems and solutions.
DATA MANAGEMENT	Categorize, Manage Records, Edit, (Monitor, Problem-Solve)	Compiles, organizes and manages data for administrative and operational effectiveness.
QUANTITATIVE	Budget, Calculate/Compute, Monitor	Performs numerical and statistical calculations to provide useful information.

MENTAL/CREATIVE *Pink*		Non-linear means of processing information to formulate ideas and/or adapt concepts to problems or needs. *Idea Skills.*
HOLISTIC/ SYNTHETIC	Conceptualize, Synthesize, Visualize	Perceives the overall patterns and structures within a body of information.
INTUITIVE	Brainstorm, Demonstrate Foresight, Improvise, Use of Memory, Use Intuition	Makes leaps of insight based on incomplete information, patterns, hunches, visual images or a feeling/sense.

CREATIVE EXPRESSION *Lavender*		The creative representation of an inner ideal into a unique and personalized form. *Idea, Data, Thing Skills.*
SPATIAL/ AESTHETIC	Display, Design	Arranges images, information, ideas, color, textures, etc., into a visually pleasing form.
TALENT/FORM	Compose, Craftmaking, Create Images, Prepare Food, Invent, Perform, Produce Events	Creative expression of an individual's talent into a form such as dancing, composing, performance, etc.

PHYSICAL *Green*		Interaction of the body with the physical world. *Thing Skills.*
PHYSICAL	Body Coordination, Build/Construct, Hand Dexterity, Operate Equipment, Work Outdoors, Repair/Restore	Uses physical coordination and agility to interact with the physical world.

FIVE STAGE CAREER DEVELOPMENT PROCESS



5 **Career Management**

Established in a career, makes adjustments as needed.

4 **Self-Marketing for the Job Search**

Implementation phase of the career plan: resume, interview, etc.

3 **Focus and Goal Setting**

Identification of career goal. Preparation for entry into the career: training and relevant work experience.

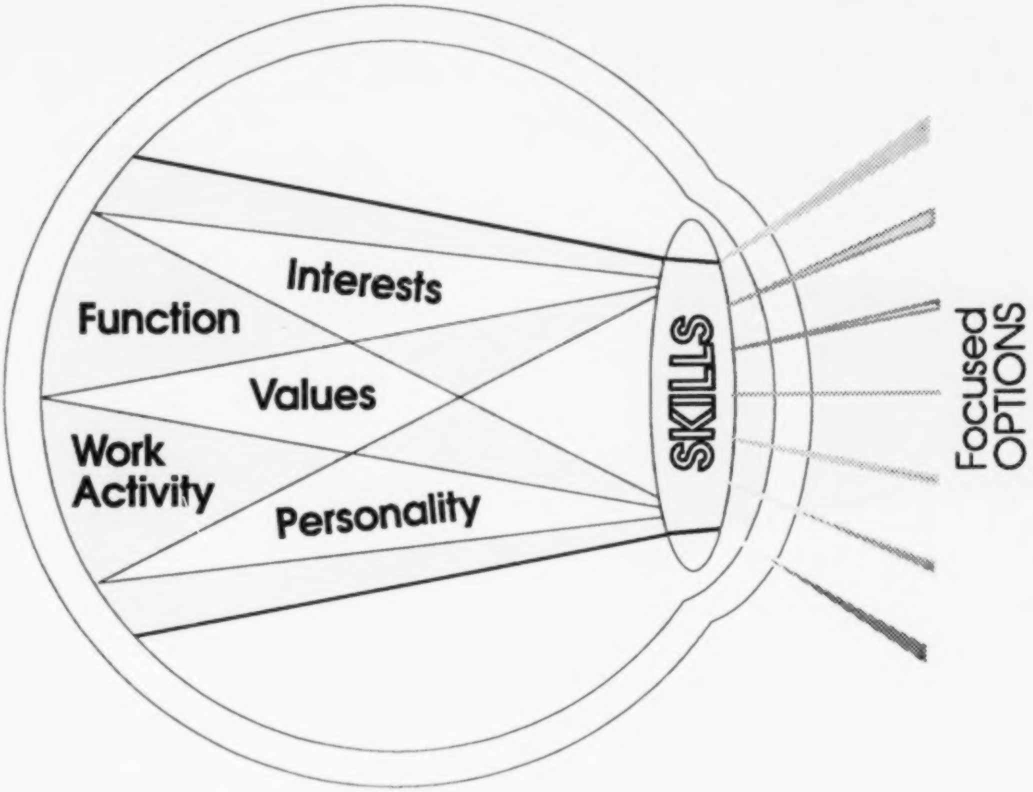
2 **Exploration of Options**

Investigation and evaluation of career options.

1 **Self-Assessment**

Establishment of decision making criteria: (skills, values, interests, personality) to aid in developing career options.

SKILLS - FOCUSED SELF ASSESSMENT


Interests
Function
Values
Work Activity
Personality
SKILLS
Focused OPTIONS

Skills - Determine Function/Work Activity

Interests, Values and Personality - Determine Industry/Environment

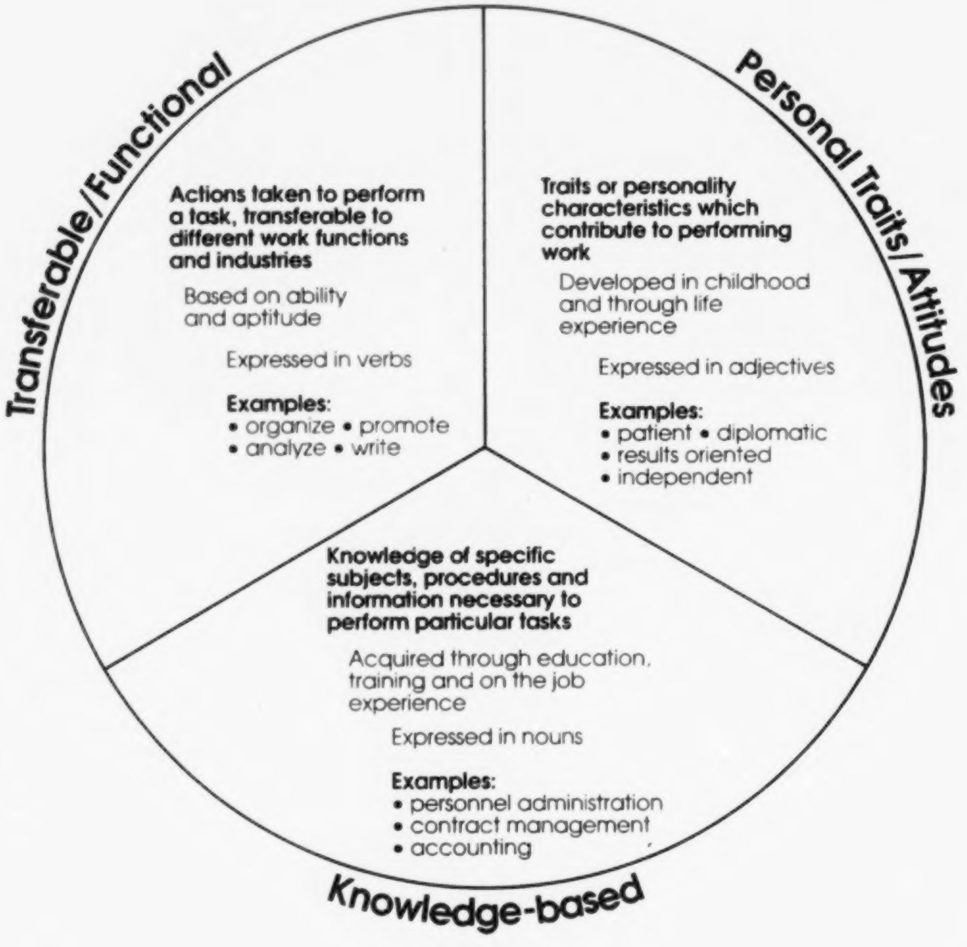
THREE TYPES OF SKILLS

Skill Definition

A skill is an ability to perform an activity in a competent manner.

Skill Classification

Skills can be classified into three main types: Transferable/Functional, Personal Traits/Attitudes and Knowledge-based. The graphic below provides examples of each type.



Transferable/Functional

Actions taken to perform a task, transferable to different work functions and industries

Based on ability and aptitude

Expressed in verbs

Examples:
- organize • promote
- analyze • write

Personal Traits/Attitudes

Traits or personality characteristics which contribute to performing work

Developed in childhood and through life experience

Expressed in adjectives

Examples:
- patient • diplomatic
- results oriented
- independent

Knowledge-based

Knowledge of specific subjects, procedures and information necessary to perform particular tasks

Acquired through education, training and on the job experience

Expressed in nouns

Examples:
- personnel administration
- contract management
- accounting

CONNECTING SKILLS WITH FIELDS AND FUNCTIONS

The chart below shows some broad connections between Skill Categories and Skill Sets with a variety of fields and functions. Use this list to direct and expand your career possibilities.

HUMANITARIAN	Community Relations, Social Services, Education, Government, Healthcare
Care/Heal	Nursing, Surgery, Massage/Bodywork
Teach/Counsel	Teaching/Training, Counseling, Coaching

COMMUNICATION	Business Management, Communications, Services, Sales/Marketing, Education, Human Resources
Instruction	Training, Writing, Explaining, Public Speaking
Sales/Promotion	Retail Selling, Advertising, Promotional Writing, Marketing, Product Sales, Brokering
Consultation	Advising, Facilitating, Interviewing

LEADERSHIP/ MANAGEMENT	Business, Administration, Operations, Politics
Leadership	Management, Policy Development, Planning
Supervisory	Supervision, Office Management, Coordination
Organization	Program Coordination, Project Management, Storage and Distribution

MENTAL/ ANALYTICAL	Technology and Systems, Financial Analysis, Science and Research, Law, Business Administration and Planning, Engineering
Investigative	Research and analysis, Planning
Data Management	Information Management, Clerical/Office, Record Maintenance
Quantitative	Budgeting, Financial Analysis, Accounting, Auditing

MENTAL/ CREATIVE	Creative Services, Design, Entertainment, Journalism, Mass Media, Fashion, Communications, Education, Visual Arts
Holistic/Synthetic	Graphic Design, Curriculum Design, Product Invention, Teaching, Creative Direction
Intuitive	Creative Problem Solving, Forecasting

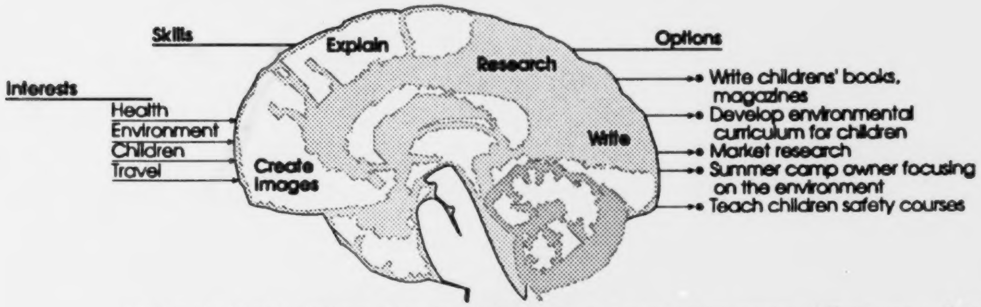
CREATIVE EXPRESSION	Creative Arts, Performing Arts, Composition, (music and written)
Spatial/Aesthetic	Creative Design, Producing Artistic Events, Program Coordination
Talent/Form	Composition, Craftmaking, Designing, Image Making

PHYSICAL	Diagnosis and Repair, Construction, Mechanical, Agriculture, Environmental, Sports, Engineering, Craftmaking
	Operation of Technical Equipment, Producing Products, Competing, Building

BRAINSTORMING CAREER OPTIONS: Exercise

Brainstorming - definition from Webster's New World Dictionary: A term that means a "sudden and violent disturbance in the brain," or a "sudden clever, whimsical or foolish idea."

By combining preferred skills from the SkillScan Personal Skill Profile with a favorite career interest, you can generate a variety of career ideas.


Skills
Interests
Health
Environment
Children
Travel
Explain
Research
Write
Create Images
Options
Write childrens' books, magazines
Develop environmental curriculum for children
Market research
Summer camp owner focusing on the environment
Teach children safety courses

Fill in the blanks below, then read the form to a partner or group. Allow one minute to read and up to three minutes for receiving ideas.

Remember to follow the brainstorming rules:

- Relax and have fun
- Suspend critical judgment, and
- Generate as many ideas as possible, the zanier the better.

EXERCISE

I enjoy using my skills of (list 3-5 transferable/functional skills)

Brief examples of how I successfully used these skills in the past:

I am interested in (specific interest)

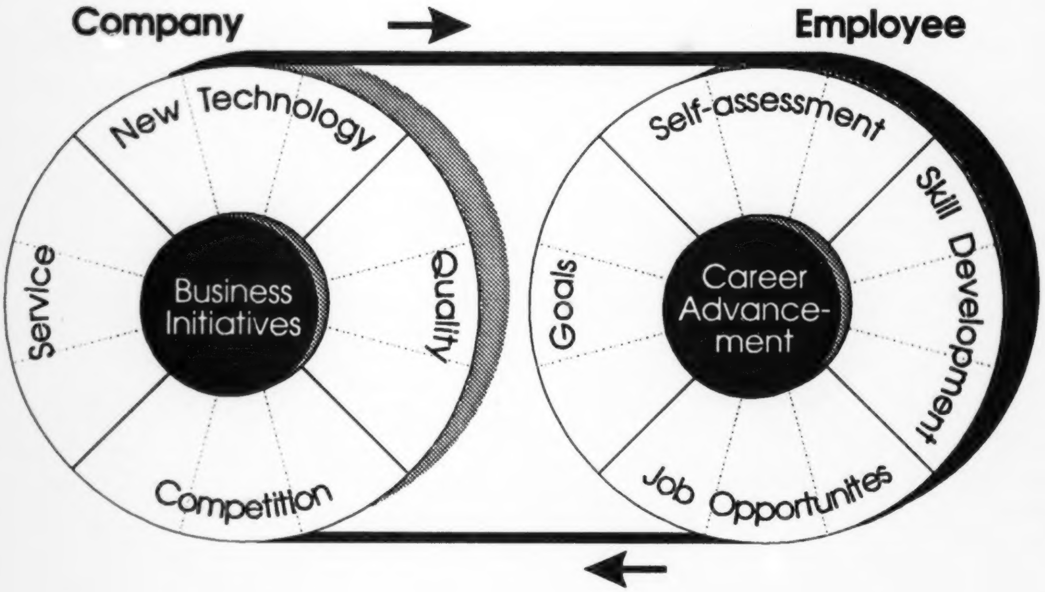
This area interests me because:

Brainstorming Question: How can I combine my interest and these skills in a career? I am completely open to all ideas you might have for me.

List of ideas from others (make notes on back, if necessary):

CHANGE MANAGEMENT

As companies change direction, individuals will also need to shift their career plans so that both are moving in the same direction.


Company
Employee
New Technology
Service
Business Initiatives
Quality
Competition
Self-assessment
Goals
Career Advancement
Skill Development
Job Opportunites

111

EXAMPLES OF FAVORITE SKILLS: Exercise

To make the connection between your preferred skills and enjoyable activities, identify examples of how you have used these skills on a job or in unpaid experiences, i.e., volunteer work, school committees, hobbies, internships, homemaker activities. Be as expansive and generous as possible.

Later, when you write accomplishment statements for your resume and interview preparation, refer to the following exercise for ideas.

Skill Summary Information from Personal Skill Profile:

Category Communication	Examples
Major Role Skills **Write** **Promote** **Influence** **Explain**	Campaigned for senior class treasurer position • Wrote a speech to explain my goals and viewpoint. • Promoted myself through billboards and conversations. • Explained the measures I would take to raise money. • Influenced friends to help promote me.

Skill Summary Information from Personal Skill Profile		Examples
1 ____________________		____________________
__________	__________	____________________
__________	__________	____________________
		____________________
2 ____________________		____________________
__________	__________	____________________
__________	__________	____________________
		____________________
3 ____________________		____________________
__________	__________	____________________
__________	__________	____________________

DISCOVERING YOUR INTERESTS: Exercise

The questions below are designed to help you think about your interests to aid you in exploring industries and occupational areas compatible with your preferences.

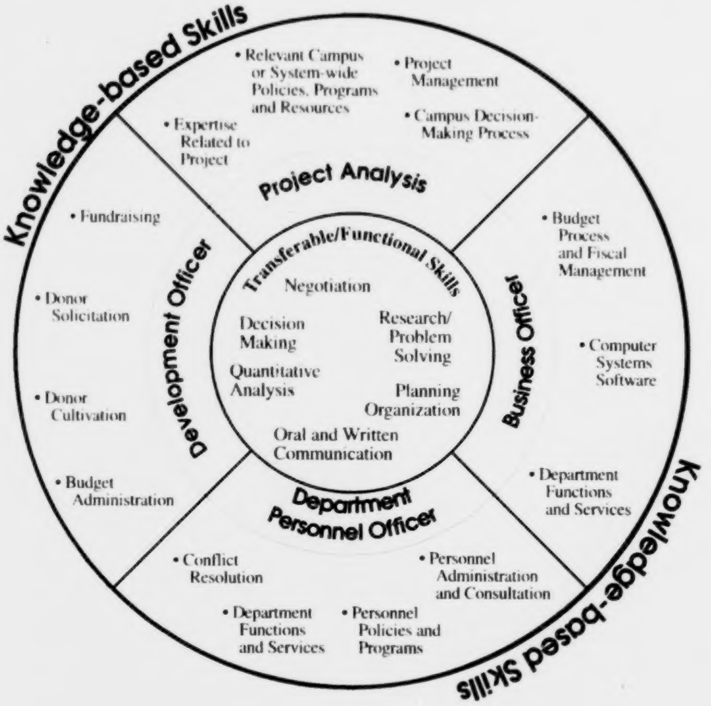
1. If you could teach courses on any subject, at any level, what subjects would you teach?
2. If you had $300,000 to invest in 3 business ventures, what kinds of business(es) would you invest in?
3. If you were to produce a documentary film, what would the subject be?
4. If you were an excellent writer, what topics would you want to write about?
5. If you were to own and operate your own business, what kind of business(s) would you consider?
6. If you could switch jobs with 3 people, what jobs would you select and why?
7. What local, societal, or world problems interest you?
8. You have just received a scholarship to cover all expenses of a course of study, what would you study and why?
9. You have become a consultant in subjects that interest you, they are:
10. There is a conference focusing on the topics you have always wanted to learn about, they are:

What trends or subject themes appear throughout this list? What industries or occupational areas are suggested by the results?

KNOWLEDGE-BASED SKILLS: Exercise

Knowledge-based skills are technical areas of knowledge, procedures or job specific information necessary to perform a task, function or job. They are acquired from paid and non-paid experiences, education/training and hobbies.

The wheel below shows the relationship between Transferable/Functional skills at the center with the Knowledge-based skills around the perimeter. This example uses actual position titles and skills required at a major university. Notice how each job title requires a different set of knowledge based skills, yet they all draw on the same basic transferable skills.


Knowledge-based Skills
• Relevant Campus or System-wide Policies, Programs and Resources
• Project Management
• Expertise Related to Project
• Campus Decision-Making Process
Project Analysis
• Fundraising
• Donor Solicitation
• Donor Cultivation
• Budget Administration
Development Officer
Transferable/Functional Skills
Negotiation
Decision Making
Research/ Problem Solving
Quantitative Analysis
Planning Organization
Oral and Written Communication
Business Officer
• Budget Process and Fiscal Management
• Computer Systems Software
• Department Functions and Services
Department Personnel Officer
• Conflict Resolution
• Personnel Administration and Consultation
• Department Functions and Services
• Personnel Policies and Programs
Knowledge-based Skills

EXERCISE

Create a list of your Knowledge-based skills from work, education and various life experiences. Circle those skills you would enjoy using in your work.

PERSONAL TRAITS/ATTITUDES: Exercise

Personal traits and attitudes are personality characteristics which describe an individual's natural personal style. Work environments can draw on a person's style in an optimal, neutral or opposing way. Use the information from this exercise to analyze compatibility of your traits with a particular position. Use the scale to rate how strongly you possess each trait: 1=lowest, 100=highest.

Skill	1	25	50	75	100
Adventurous					
Assertive					
Calm					
Cooperative					
Dependable					
Detailed					
Diplomatic					
Direct					
Efficient					
Energetic					
Enthusiastic					
Flexible					
Honest					
Humorous					
Imaginative					
Independent					
Initiative					
Innovative					
Intelligent					
Objective					
Optimistic					
Orderly					
Patient					
Perceptive					
Persistent					
Personable					
Practical					
Punctual					
Resourceful					
Responsible					
Results Oriented					
Risk-Taking					
Self-confident					
Spontaneous					
Thorough					

Examine those skills in the 75-100 category and list the strongest 8 below.

1.
2.
3.
4.
5.
6.
7.
8.

Optional exercise: Copy this form and ask two or three friends and colleagues to provide their feedback on your personality. Helpful in clarifying your impact on others.

SKILL DEVELOPMENT PLANNING

The opportunities for skill development are numerous and require careful planning, creativity and action. The discussion below provides you with: guidelines for deciding what skills you need to develop, case studies to serve as examples and a list of skill development ideas.

DECIDE ON THE SKILLS YOU NEED TO DEVELOP

There are four main considerations in deciding which skills to develop.

Knowledge-based Skills

If you lack specific knowledge or technical skill in a desired field, try to gain that knowledge or skill through formal through formal classroom training, on-the-job training, independent study or volunteer experience.

Transferable/Functional Skills

If you lack hands-on experience in tasks important to a position, discern if they are transferable skills you can develop in a non-industry specific environment. If not, you may need to acquire them in the specific industry. For example if you need to develop skills in organizing and event planning, you could acquire experience in a volunteer project such as organizing a fundraiser for a community group or church.

Combination of Transferable and Knowledge-based Skills

If you need industry specific skills but can't get them directly from the industry, you could look for creative ways to combine and transfer skills through available means. For instance, if you wanted to develop skills in sales training, you could join a public speaking organization such as Toastmasters where you would learn presentation skills. Then you could take an entry level sales position and read books on sales techniques. In this way, you could approach a new career with ready-to-use, marketable skills.

Personal Traits/Attitude Skills

In addition to considering whether you have the right experience for the job, an employer will also evaluate your compatibility with the company culture. If you feel your personal style is in line with that of the company, your job is to convince the employer of it through your resume and interview.

CASE STUDIES OF SKILL DEVELOPMENT

The following case studies are actual career changers who used a variety of methods to clarify their career choices, develop skills and increase their marketability.

Job Sharing

After receiving her MBA in Finance, Laura worked unhappily in the finance department of a large utility company. Through counseling, she realized she wanted to work more with people and less with numbers. Instead of leaving her finance position completely, she worked out a plan with her employer whereby she could gain some experience in a more people-oriented job. As it happened, there was someone in the human resources department who wanted to go part-time. Laura arranged to job share the human resources position 50% of the time and work at her finance job the other 50%.

This experience was perfect for Laura. She discovered how much she likes working in a human relations profession. She now plans to return to college for her Masters degree in counseling.

Short-term Training

Joe had been in the construction field for many years. After being injured on the job he could not return to his profession. He was interested in the graphics field so he enrolled in a desktop publishing program at a community college and took as many courses as he could.

Joe was so competent and motivated that when employers called the college looking for graduates to fill openings, his teachers recommended him even though he had not yet graduated. He then had the challenge of being employed while completing his coursework, a happy alternative for Joe.

Internship Pays Off

After college, Amy worked in the insurance field for 11 years. When she was laid off from the company, she gave herself one year to explore new careers. When researching a career in occupational therapy she discovered she could serve as an intern at a local hospital without being enrolled in college.

This experience helped Amy realize she had the right personality and the basic abilities to work well with patients. She also discovered she really enjoyed working with children. After completing the internship, Amy had the requisite 200 volunteer hours to put on her application for occupational therapy school.

Volunteer Involvement and Training

Trish had a BA and did accounting work for a consulting company for many years. She wanted to get into the training field but was not able to return to school for a Master's degree. She pursued a number of avenues to gain the knowledge, skills and contacts to enter the field.

She joined a local professional association where she volunteered to help on a training project. She also joined a lunchtime Toastmasters Club to develop presentation skills, and began a certificate program in training and development through a college extension program. Within six months, Trish had an impressive resume highlighting specific and relevant work experience.

Volunteer Project Work

Glen had practiced law for two years. He disliked litigation and had always wanted to be more involved with the business aspects of a company. In exploring the field of risk management, he discovered that his law degree and experience would be a suitable background for this field. Because of the tight job market and his lack of relevant experience he could not compete well against experienced risk managers.

To develop both the specific subject matter skills and experience in the field, he offered to do project risk management for local companies on a volunteer basis. Glen successfully completed three projects in two-months, allowing him to offer a potential employers experience in both law and risk management.

SKILL DEVELOPMENT IDEAS

Whether you are a student trying for your first professional position, a re-entering woman or a career changer, you need recent and relevant experience to prove your interest and commitment.

TYPICAL CAREER CHANGERS NEEDING SKILL DEVELOPMENT

Students	**Retirees**
Re-entry	**Laid-off Workers**
Military in Transition	**Injured Workers**

IDEAS

Community/Business

Leadership roles and participation in professional associations, alumni groups, political, social or community groups

School Environment

Active leadership roles and participation in clubs, school politics, dorm or sorority/fraternity

Activities such as tutoring, co-op education, assistant teaching, part-time work, volunteer work, independent research, peer advising

Unpaid Work Experiences

Volunteer work, internships, part-time work, project work, contract work, research studies, job shadowing

Training

Certificate program, extension program, adult school, correspondence program, external degree program, accelerated weekend college program, apprenticeship, vocational training

EMPLOYEE SKILL DEVELOPMENT

Employment

Job sharing, cross-training, on-loan assignment in another part of the company, team projects, special committees or company task-force

Training

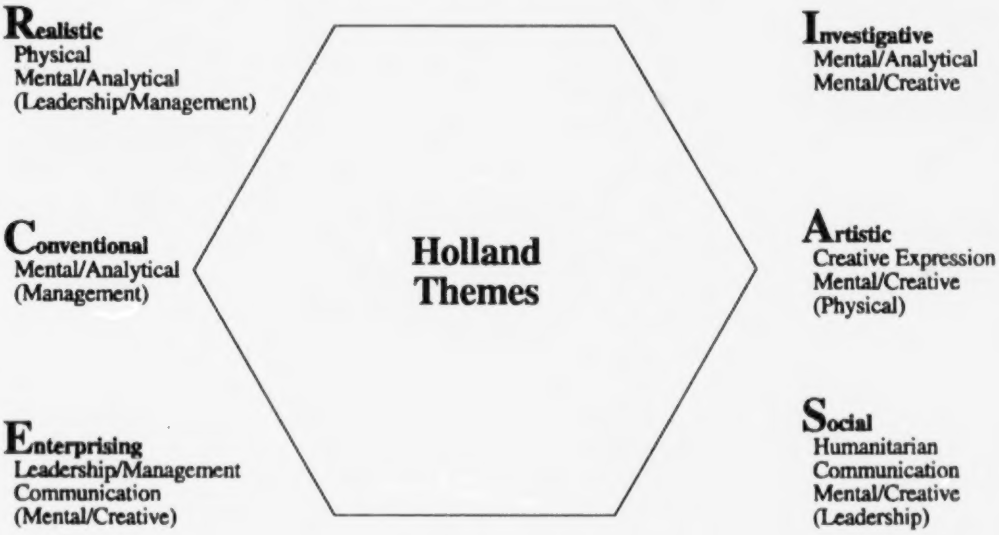
Internal training programs, external training programs, self-study, company learning center, professional association courses

Other

Employees within organizations may also draw on the ideas listed above.

CONNECTING SKILLSCAN WITH HOLLAND THEMES

SkillScan Professional Pack is helpful in establishing a direction for general job categories and work environments by analyzing how skills connect to the Holland Theory of Careers*. The graphic below illustrates the six Holland themes of personality type/environment along with the SkillScan categories which correspond to these themes. If you have used the *Self-Directed Search*™, *the Strong Interest Inventory*™ or other resource books or exercises to identify your Holland code preference, compare them with your choices of skill categories on the **Personal Skill Profile.** Categories in parentheses are less prevalent. Some personal patterns should begin to emerge.



Holland Themes

Realistic
Physical
Mental/Analytical
(Leadership/Management)

Investigative
Mental/Analytical
Mental/Creative

Artistic
Creative Expression
Mental/Creative
(Physical)

Social
Humanitarian
Communication
Mental/Creative
(Leadership)

Enterprising
Leadership/Management
Communication
(Mental/Creative)

Conventional
Mental/Analytical
(Management)

RESOURCES FOR IDENTIFYING HOLLAND THEMES

***John L. Holland:**

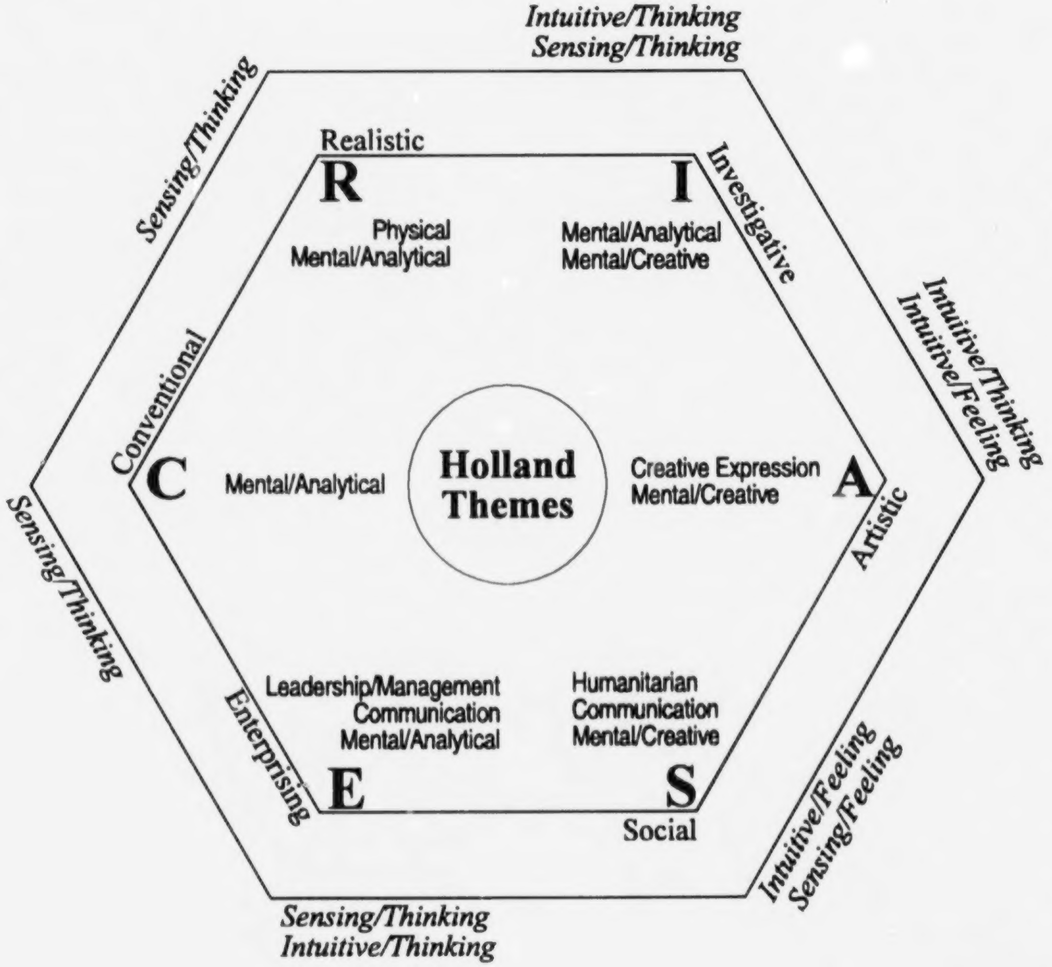
Model of Types and Environments, 1975
Making Vocational Choices: A Theory of Careers, 1984
Dictionary of Holland Occupational Codes, with Cary D. Gottfredson and Deborah R. Ogawa, 1982
The Self Directed Search Assessment Booklet and Occupations Finder, 1987

The information in all of the above corresponds to specific job descriptions in the U.S. Labor Department's Dictionary of Occupational Titles.

The Holland system is also the basis for the Strong Interest Inventory, The "Party Exercise" in Richard N. Bolles' *Quick Job Hunting Map* and *The Three Boxes of Life* and "Personality Mosaic" in Betty Michelozzi's *Coming Alive from Nine to Five*.

Note: No empirical tests of compatibility have been made. This is the authors' interpretation of the relationship between SkillScan Categories and Holland themes.

CONNECTING SKILLSCAN WITH HOLLAND AND JUNGIAN THEMES


Intuitive/Thinking
Sensing/Thinking
Sensing/Thinking
Realistic
R
Physical
Mental/Analytical
I
Investigative
Mental/Analytical
Mental/Creative
Intuitive/Thinking
Intuitive/Feeling
Conventional
C
Mental/Analytical
Holland Themes
Creative Expression
Mental/Creative
A
Artistic
Sensing/Thinking
Leadership/Management
Communication
Mental/Analytical
Enterprising
E
Humanitarian
Communication
Mental/Creative
S
Social
Intuitive/Feeling
Sensing/Feeling
Sensing/Thinking
Intuitive/Thinking

Note: This is the authors' interpretation of the relationship between SkillScan Categories and Holland and Jungian themes.

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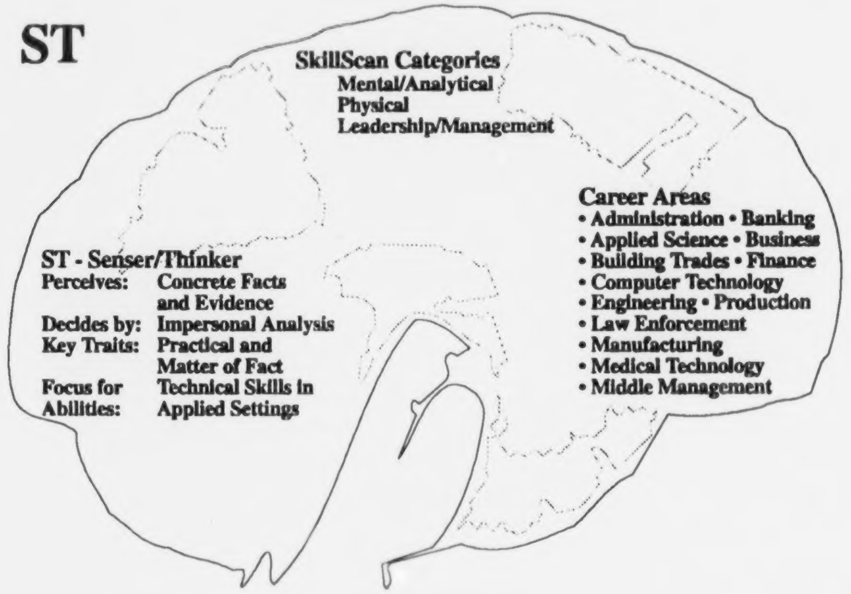
CONNECTING SKILLSCAN CATEGORIES WITH JUNGIAN THEMES: ST/SF

"For the most part I do the thing which my own nature drives me to do."
Albert Einstein.

ST

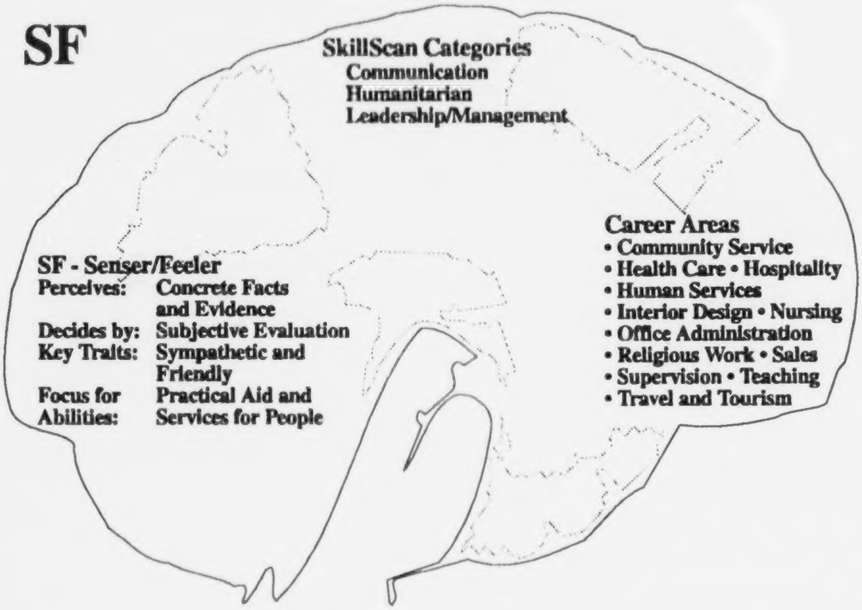


SkillScan Categories
Mental/Analytical
Physical
Leadership/Management

Career Areas
- Administration • Banking
- Applied Science • Business
- Building Trades • Finance
- Computer Technology
- Engineering • Production
- Law Enforcement
- Manufacturing
- Medical Technology
- Middle Management

ST - Senser/Thinker
Perceives: Concrete Facts and Evidence
Decides by: Impersonal Analysis
Key Traits: Practical and Matter of Fact
Focus for Abilities: Technical Skills in Applied Settings

SF



SkillScan Categories
Communication
Humanitarian
Leadership/Management

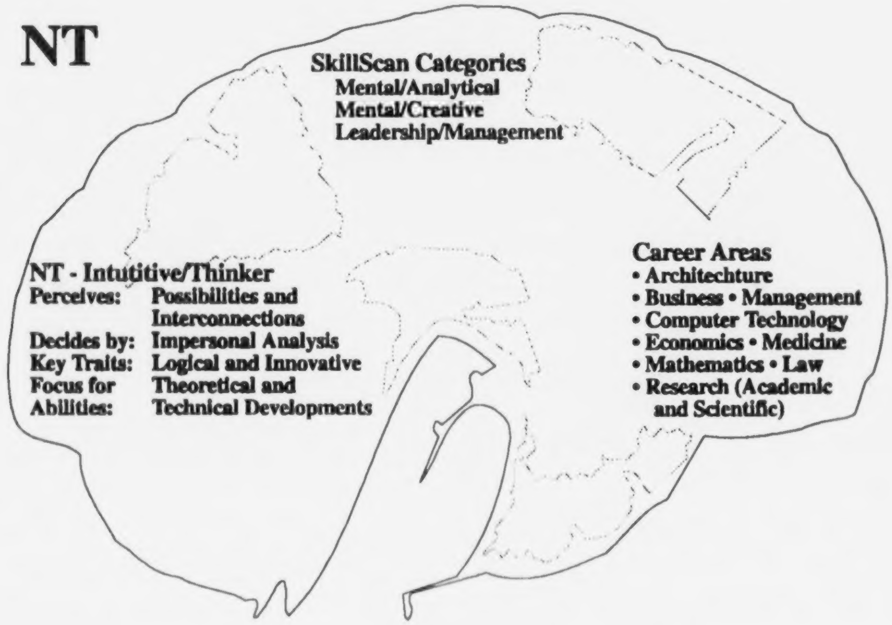
Career Areas
- Community Service
- Health Care • Hospitality
- Human Services
- Interior Design • Nursing
- Office Administration
- Religious Work • Sales
- Supervision • Teaching
- Travel and Tourism

SF - Senser/Feeler
Perceives: Concrete Facts and Evidence
Decides by: Subjective Evaluation
Key Traits: Sympathetic and Friendly
Focus for Abilities: Practical Aid and Services for People

CONNECTING SKILLSCAN CATEGORIES WITH JUNGIAN THEMES: NT/NF

"For the most part I do the thing which my own nature drives me to do."
Albert Einstein.

NT



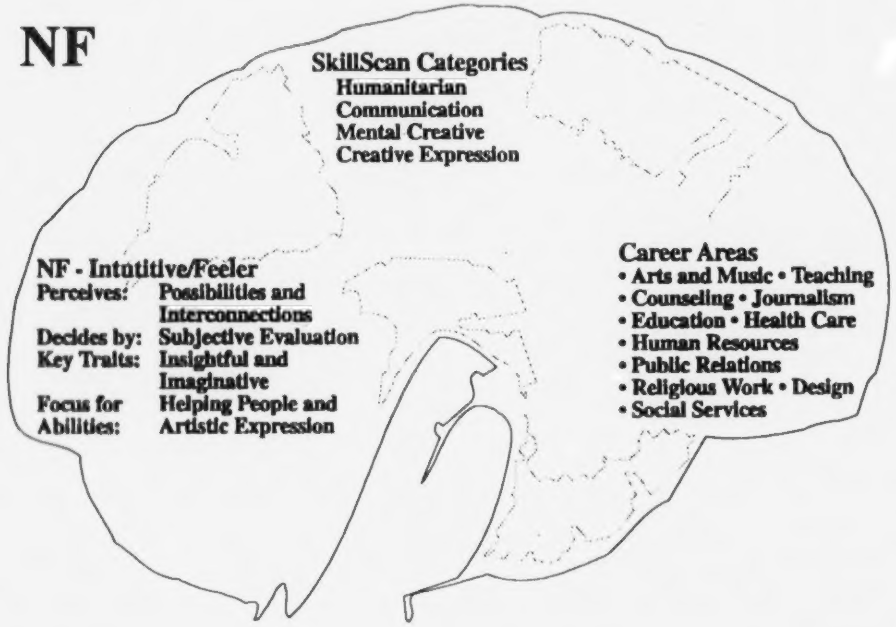
SkillScan Categories
Mental/Analytical
Mental/Creative
Leadership/Management

NT - Intutitive/Thinker

Perceives:	Possibilities and Interconnections
Decides by:	Impersonal Analysis
Key Traits:	Logical and Innovative
Focus for Abilities:	Theoretical and Technical Developments

Career Areas
- Architechture
- Business • Management
- Computer Technology
- Economics • Medicine
- Mathematics • Law
- Research (Academic and Scientific)

NF



SkillScan Categories
Humanitarian
Communication
Mental Creative
Creative Expression

NF - Intutitive/Feeler

Perceives:	Possibilities and Interconnections
Decides by:	Subjective Evaluation
Key Traits:	Insightful and Imaginative
Focus for Abilities:	Helping People and Artistic Expression

Career Areas
- Arts and Music • Teaching
- Counseling • Journalism
- Education • Health Care
- Human Resources
- Public Relations
- Religious Work • Design
- Social Services

SELF-MARKETING FOR THE JOB SEARCH

MARKETING PROFILE: Exercise

PROFILE FOR ______________________________ **DATE** ____________

SUMMARIZE THE SKILLS IMPORTANT TO YOU IN MARKETING YOURSELF

TRANSFERABLE/FUNCTIONAL SKILL CATEGORIES AND SPECIFIC SKILLS LISTED IN PRIORITY ORDER.

(From Personal Skill Profile, Skill Summary)

1 ______________________________

2 ______________________________

3 ______________________________

EXAMPLES OF SKILLS USED IN PAID AND UNPAID EXPERIENCES

PERSONAL TRAITS/ATTITUDES

KNOWLEDGE-BASED SKILLS

POSITION ANALYSIS: Exercise

To effectively target your skills to a particular position, analyze the three types of skills from a job announcement and compare the information to your Marketing Profile.

POSITION ANALYSIS EXAMPLE

EDUCATION

CAMPUS DIRECTOR

Rapidly growing vocational college seeking dynamic Campus Director. High energy, detail oriented person with exceptional management and motivational skills, customer service minded and capable of exceeding established goals. Interview and evaluate students for a variety of technical programs. Organize and coordinate class schedules and promotional events.

Must be a leader and team player. Budgeting, forecasting and moderate to advanced computer skills necessary. Degree and 2 years experience required.

Fax resume with statement of interest and salary requirements: (415) 882-4970.

Transferable/ Functional Skills (verbs)	**Personal Traits/ Attitude Skills** (adjectives)	**Knowledge-based Skills** (nouns)
• Motivational skills	• High Energy	• Education experience
• Management	• Detail oriented	• Budgeting
• Leader	• Customer service minded	• Forecasting
• Interview	• Exceed established goals	• Computer skills
• Evaluate	• Team player	• College degree
• Organize		
• Coordinate		

If the information gained from the advertisement compares favorably with your Marketing Profile, prepare your marketing materials, resume and interview responses with the language used in the advertisement.

POSITION ANALYSIS WORKSHEET

Review a job description or advertisement and list the three types of skills required below.

Transferable/Functional Skills (verbs)	**Personal Traits/Attitude Skills** (adjectives)	**Knowledge-based Skills** (nouns)

DEVELOPING ACCOMPLISHMENT STATEMENTS: Overview

Successful marketing involves packaging your skills and experience to demonstrate benefits to the potential employer. To write effective accomplishment statements, use your list of preferred transferable/functional skills from your Personal Skill Profile and write about actual work situations where you demonstrated your strengths in using these skills.

ACCOMPLISHMENT FORMATS

Accomplishment statements highlight one primary action and result.

Example: ***Negotiated the sale of $100,000 worth of unprofitable inventory.***

Or they may contain a few lines of information that stress additional skills and include specific results.

Example: ***Designed and implemented fund-raising strategy which included individual and corporate donations and special events resulting in a 15% increase in income for a small non-profit arts agency.***

Select the format that fits your personal style and highlights the information you want the reader to have.

PREPARATION

- Before actually writing accomplishments statements you might want to brainstorm examples of how you have used your skills. You can include examples from all areas of your life: volunteer work, school projects, internships, home projects, work experience, etc. They do not have to be paid activities.

  Example: Major Role Skill = Write

  * Wrote a monthly article for homeowners' association newsletter.
  * Wrote a series of customer service letters to increase repeat business.
  * Co-wrote a procedures manual for training new accounting personnel.

- Use *Developing Accomplishment Statements Exercise* to assist you in preparing your accomplishments.

- Incorporate your completed accomplishment statements into the body of your resume, and draw on these accomplishments in your interview to communicate the specific skills and unique benefits you bring to the position.

DEVELOPING ACCOMPLISHMENT STATEMENTS: Example

When you know the skills and experiences you want to highlight in a resume and interview, select a situation and use the exercise below to assist you in writing about them.

MAJOR ACTION: Select one situation and write a one-sentence description of the project, activity or work function. Begin with a Major Role Skill or verb.

Researched and wrote a proposal to develop a volunteer program for a community agency.

SUB-ACTIONS: List additional skills and activities used to complete the process. *Refer to the Personal Skill Profile and Marketing Terminology.*

Observed and assessed the agency's needs. Researched material on volunteer management. Interviewed volunteer coordinators of various agencies. Drafted and presented the proposal.

PROBLEM: Describe the basic purpose of these actions.

The agency lacked a volunteer program. Valuable staff time was used to perform services which volunteers could do.

RESULT: Review the stated problem or goal and list the results or benefits your actions achieved. Quantify or qualify the results in specific terms. Use percentages or numbers when possible.

My efforts led to the creation of a full-time paid volunteer coordinator position which expanded services and maximized staff time.

ACCOMPLISHMENT SUMMARY: Select and link together those sentences which support your job target and create a positive statement of your strengths.

Identified an agency's need for a volunteer program. Researched volunteer management theories, interviewed volunteer coordinators, drafted and presented a proposal. Resulted in the creation of a full-time position which expanded the agency services and maximized staff time.

Or – Expanded an agency's service and maximized staff effectiveness by researching and recommending new volunteer program with a full-time volunteer coordinator.

NOTE: In the final draft, language referring to a particular industry can be changed to general terms.

DEVELOPING ACCOMPLISHMENT STATEMENTS: Exercise

When you know the skills and experiences you want to highlight in a resume and interview, select a situation and use the exercise below to assist you in writing about them.

MAJOR ACTION: Select one situation and write a one-sentence description of the project, activity or work function. Begin with a Major Role Skill or verb.

____

____

SUB-ACTIONS: List additional skills and activities used to complete the process. *Refer to the Personal Skill Profile and Marketing Terminology.*

____

____

____

PROBLEM: Describe the basic purpose of these actions.

____

____

____

RESULT: Review the stated problem or goal and list the results your actions achieved. Quantify or qualify the results in specific terms. Use percentages or numbers when possible.

____

____

____

ACCOMPLISHMENT SUMMARY: Select and link together those sentences which support your job target and create a positive statement of your strengths.

____

____

____

NOTE: In the final draft, language referring to a particular industry can be changed to general terms.

MARKETING TERMINOLOGY

The 64 skills found in the SkillScan deck combined with the following list will help you expand and express your strengths in more descriptive terms.

HUMANITARIAN

- Appraised
- Assisted
- Attended
- Collaborated
- Encouraged
- Enlightened
- Facilitated
- Guided
- Mentored
- Perceived
- Related
- Referred
- Sensed

COMMUNICATION

- Clarified
- Composed
- Defined
- Described
- Enlisted
- Expressed
- Informed
- Interpreted
- Read
- Reconciled
- Recruited
- Stimulated
- Summarized
- Translated

LEADERSHIP/ MANAGEMENT

- Applied
- Arbitrated
- Chaired
- Controlled
- Directed
- Executed
- Fired
- Founded
- Hired
- Instituted
- Managed
- Oversaw
- Prioritized
- Produced
- Resolved
- Scheduled
- Troubleshoot

MENTAL/ ANALYTICAL

- Arranged
- Administered
- Allocated
- Appraised
- Assessed
- Audited
- Compared
- Critiqued
- Collected
- Determined
- Examined
- Extracted
- Extrapolated
- Identified
- Inspected
- Interpreted
- Maintained
- Prepared
- Processed
- Reasoned
- Recognized
- Recorded
- Reviewed
- Retrieved
- Surveyed

MENTAL /CREATIVE

- Abstracted
- Developed
- Devised
- Discovered
- Experimented
- Imagined
- Integrated
- Predicted

CREATIVE EXPRESSION

- Created
- Demonstrated
- Fashioned
- Innovated
- Illustrated
- Joked
- Originated
- Played
- Presented
- Shaped

PHYSICAL

- Assemble
- Bind
- Bend
- Drill
- Handle
- Lift
- Move
- Perform
- Position
- Rotate
- Set Up
- Transport

CHRONOLOGICAL RESUME: Legal Position Example

Glen Thomas
195 Circle Avenue
San Mateo, CA 94010
(415) 342-1906

EDUCATION

Juris Doctor (1991)

Santa Clara University School of Law - Santa Clara, CA
Admitted to California Bar: December, 1991

Developed methodology to select optimal dispute resolution process based on relative strengths of each process and the nature of a given dispute.

Master of International Business (1982)

Thunderbird: The American Graduate School of International Management- Phoenix, AZ

Demonstrated fluency in Spanish

Bachelor of Art (1981)

University of Arizona - Tucson, AZ

LEGAL EXPERIENCE:

Associate (1991-1993)

Carr, McClellan, Ingersoll, Thompson and Horn; Burlingame, CA

Conducted legal research and drafted legal memoranda; advised clients on removal of hazardous waste in compliance with Federal and State hazardous waste laws; active in all phases of commercial real estate transactions.

Law Clerk and Summer Associate (1990-1991)

Carr, McClellan, Ingersoll, Thompson and Horn; Burlingame, CA

Performed legal research and prepared memoranda for litigation, bankruptcy, corporate and estate planning departments.

Judicial Extern (1990)

Judge Jerome Smith, California Court of Appeals; San Francisco, CA

Legal writing, research and analysis of issues and cases before the court; prepared bench memoranda.

Law Clerk and Summer Associate (1989-1990)

Tarkington, O'Connor and O'Neill; San Francisco, CA

Drafted motions with supporting points and authorities for 80-attorney insurance defense litigation firm; conducted legal research and writing.

Glen Thomas - Page 2

SELECTED MANAGEMENT PROJECTS:

Hewlett-Packard Company: Corporate Risk Management Project (1993)

Special project in progress: formulating emergency checklist and instruction guide for Hewlett-Packard's Corporate Risk Management Department.

Intel Corporation: Contract Review Training Program (1993)

Special project in progress: drafting final version of Contract Review Training Program module for use in training Purchasing Department staff.

PREVIOUS EXPERIENCE:

1987-1988:

Sales Representative: Higher Education Division
Addison-Wesley Publishing Co.
San Francisco, CA

1986:

Project Monitor: Health Systems Project
Kraus International
El Salvador, Central America

1984-1986:

Business Advisor/Cooperatives
United States Peace Corps
Costa Rica, Central America

1982-1984:

Sales Representative
SAFECO Title Insurance Co.
Los Angeles, CA

FUNCTIONAL RESUME: Risk Management Example

Glen Thomas
195 Circle Avenue
San Mateo, CA 94010
(415) 342-1906

CAREER OBJECTIVE

Proactive risk management role utilizing my business and legal training.

RISK MANAGEMENT ACCOMPLISHMENTS:

- Formulated emergency checklist and instruction guide for use by Hewlett-Packard's corporate risk management department (special project - in progress).
- Drafted components of an Emergency Response Plan for use by Borland International's risk manager (special project - in progress).
- Drafted, analyzed and reviewed contractual transfers of risk through contribution and indemnification provisions.

FINANCE AND GENERAL MANAGEMENT ACCOMPLISHMENTS:

- Formulated financial plans and advised managers and boards of directors of seven savings-and-loan and agricultural cooperatives on recapitalization strategies.
- Planned and monitored physical distribution of $7 million donation of medical supplies throughout the country of El Salvador following 1986 earthquake.

LEGAL ACCOMPLISHMENTS:

- Reviewed and drafted a wide variety of contracts, including commercial leases, real and personal property purchase-and-sale contracts and management service agreements.
- Conducted research and advised clients on removal of hazardous waste from real property holdings in compliance with Federal and California hazardous waste laws.
- Drafted legal memoranda and motions with supporting points and authorities for 80-attorney insurance defense litigation firm.

PROFESSIONAL CHRONOLOGY:

1990-1993:
Associate
Carr, McClellan, Ingersoll, Thompson and Horn
Burlingame, CA

1989-1990:
Summer Associate and Law Clerk
Tarkington, O'Connor and O'Neill
San Francisco, CA

Glen Thomas - Page 2

1987-1988:
Sales Representative: Higher Education Division
Addison-Wesley Publishing Co.
San Francisco, CA

1986:
Project Monitor: Health Systems Project
Kraus International
El Salvador, Central America

1984-1986:
Business Advisor/Cooperatives
United States Peace Corps
Costa Rica, Central America

1982-1984:
Sales Representative
SAFECO Title Insurance Co.
Los Angeles, CA

EDUCATION

Juris Doctor (1991)
Santa Clara University School of Law - Santa Clara, CA
Admitted to California Bar: December, 1991
Developed methodology to select optimal dispute resolution process based on relative strengths of each process and the nature of a given dispute.

Master of International Business (1982)
Thunderbird: The American Graduate School of International Management - Phoenix, AZ
Demonstrated fluency in Spanish

Bachelor of Art (1981)
University of Arizona - Tucson, AZ

FUNCTIONAL RESUME: International Management Example

Glen Thomas
195 Circle Avenue
San Mateo, CA 94010
(415) 342-1906

CAREER OBJECTIVE

International management position utilizing my business and legal training.

MANAGERIAL EXPERIENCE:

Hewlett-Packard Company: Corporate Risk Management Project (1993)

Special project in progress: formulated emergency checklist and instruction guide for Hewlett-Packard's Corporate Risk Management Department.

Intel Corporation: Contract Review Training Program (1993)

Special project in progress: drafted final version of Contract Review Training Program module for use in training Purchasing Department staff.

Borland Corporation: Emergency Preparedness Plan (1993)

Special report in progress: prepared structure and various components of Emergency Preparedness and Response Plan.

Kraus International, Inc.: El Salvador Health Systems Project

Planned and monitored the physical distribution of $7 million donation of medical supplies throughout the country of El Salvador following the 1986 earthquake.

Costa Rican Cooperatives Program: Business Advisor

Formulated financial plans and, in Spanish, advised managers and directors of seven savings-and-loan and agricultural cooperatives on recapitalization strategies. Conducted financial audit and prepared cash flow projections for cheese marketing cooperative; counseled members on proposed financing package from lending institution.

LEGAL EXPERIENCE:

Associate: Carr, McClellan, Ingersoll, Thompson and Horn

Advised Asian purchasers in their efforts to develop 900-acre parcel of California coastline: land use planning, assist in representation before regulatory boards, researched and defended existing water rights; negotiated title insurance coverage, liaison with engineering consultant. Assisted in formation and implementation of international trademark calendaring system for worldwide clothing retailer.

Law Clerk/Summer Associate: Tarkington, O'Connor and O'Neill

Drafted general partnership agreement and two option contracts to support an $18 million land purchase agreement for Japanese and Taiwanese clients.

Glen Thomas - Page 2

PROFESSIONAL CHRONOLOGY:

1990-1993: Attorney, Law Clerk and Summer Associate
Carr, McClellan, Ingersoll, Thompson and Horn
Burlingame, CA

1989-1990: Summer Associate and Law Clerk
Tarkington, O'Connor and O'Neill
San Francisco, CA

1987-1988: Sales Representative: Higher Education Division
Addison-Wesley Publishing Co.
San Francisco, CA

1986: Project Monitor: Health Systems Project
Kraus International
El Salvador, Central America

1984-1986: Business Advisor/Cooperatives
United States Peace Corps
Costa Rica, Central America

1982-1984: Sales Representative
SAFECO Title Insurance Co.
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EDUCATION

Juris Doctor (1991)
Santa Clara University School of Law - Santa Clara, CA
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Developed methodology to select optimal dispute resolution process based on relative strengths of each process and the nature of a given dispute.

Master of International Business (1982)
Thunderbird: The American Graduate School of International Management - Phoenix, AZ
Demonstrated fluency in Spanish

Bachelor of Art (1981)
University of Arizona - Tucson, AZ

FUNCTIONAL SKILL TITLES FOR RESUMES

The seven SkillScan Categories listed on your Personal Skill Profile are useful in developing functional titles for your resume. Use the titles below as written or as a stimulus in creating your own titles in support of your job target.

1. HUMANITARIAN

Community Relations
Customer Service
Counseling
Counseling and Training
Group Dynamics
Group Facilitation
Hospitality
Human Relations
Instruction
Interpersonal Skills

2. COMMUNICATION

Communication (verbal & written)
Consultation Skills
Cross Cultural Skills
Customer Service
Inside Sales
Interviewing
Language Skills
Persuasion
Promotions
Public Relations
Public Speaking
Sales
Selling Intangibles

3. LEADERSHIP/MANAGEMENT

Administration
Business Management
Coordination
Leadership & Management
Office Management
Organization and Planning
Personnel Management
Program Management
Project Management
Supervision

4. MENTAL/ANALYTICAL

Analysis and Evaluation
Analytical/Creative
Analytical Skills
Critical Thinking Skills
Information Management
Problem Solving Skills
Quantitative Skills
Research & Investigation
Troubleshooting Skills

5. MENTAL/CREATIVE

Conceptualization Skills
Creative/Analytical
Creative Problem Solving
Design Skills
Foresight - Long Range Planning
Program Design and Development

6. CREATIVE EXPRESSION

Creative Arts - Handicrafts
Creative Design Skills
Creative Visual Display
Editing and Writing
Entertainment
Performance
Written Expression
Writing Skills

7. PHYSICAL

Construction
Diagnosis and Repair
Equipment Operation
Facilities Maintenance
Mechanical Ability
Technical Ability

INTERVIEW PREPARATION GUIDE

Interview questions are based on the premise that an individual's past behavior can be the best indicator of future performance on a job. Employers use specific interview questions to gather information about the candidate's abilities/skills, technical knowledge/experience level and personal qualities to make an assessment of suitability.

Consider the information in the table below to better understand the employer's concerns and the information required for effective decision making.

Employer Concerns	**Key Concept**	**Requires Evidence of:**
What can you do for us?	**Skills**	Relevant accomplishments
What do you know already? What can you learn?	**Knowledge**	Education/experience, intellect
Will you fit in here?	**Attitude**	Style, motivation, behavior, interpersonal skills

Completion of the SkillScan card sort process and many of the supplementary exercises equip you with the basic material for effectively handling many common interview questions.

The following chart lists typical interview questions used to probe into the three types of skills. The suggested activities provide actions you can take to develop specific examples of your behavior. The activities in italics, are exercises contained in the Supplement.

SAMPLE QUESTIONS	SUGGESTED ACTIVITIES
Transferable/Functional Skills	
What are your strengths?	*SkillScan Card Sort Process* and *Personal Skill Profile.*
What is one significant problem you have overcome and how did you do it?	*Examples of Favorite Activities.*
Give examples of times when you were (a leader), (creative), (persuasive).	*Position Analysis Exercise.*
	Developing Accomplishment Statements.
What accomplishment has given you the greatest satisfaction?	

Knowledge-based Skills

Tell me about your experience in (accounting), (marketing), (computers)	
How does your experience relate to the job available?	*Knowledge-based Skills Exercise.*
What technical courses have you completed?	*Developing Accomplishments Exercise* - use **content** specific examples.
How successful are you as a (salesperson), (manager)? How do you know?	*Position Analysis Exercise.*
Give me an example of the most complex (assignment, project) you have had, what was your role, how did it work out?	

Personal Traits/Attitudes Skills

What three adjectives describe you?	*Personal Traits/Attitude Exercise.*
How would your last boss or supervisor describe you?	Prepare brief examples which demonstrate each attitude/trait.
What motivates you the most?	Review performance appraisals and letters of recommendation to extract statements from former supervisors.
What are your prominent work habits?	
Give me an example of a time when you: worked under pressure, met a tight deadline, handled an angry customer?	Use past successes from work, school and volunteer activities which demonstrate attitudes or traits and resulted in a positive outcome.

SUMMARY

These questions and suggested activities provide you with a framework for connecting specific skill information with the requirements of the job and the needs of the interviewer.

Once you have your information ready, it is important to present your responses in concise oral statements of 30-60 seconds in length. Practice your responses until they can be expressed in a conversational tone and pace.

You may not have direct control over getting a particular job but you do have control over giving a great interview. Advance preparation for each interview will ensure clarity of thought, targeted responses and a high level of confidence.

REFERENCES

We have included a selective list of references which support the use of the SkillScan method of skills identification.

CAREER ASSESSMENTS

INTERESTS

COPS Interest Inventory. Robert R. Knapp and Lila F. Knapp. San Diego, CA: EDITS

Harrington-O'Shea Career Decision-Making System. American Guidance System, Circle Pines, Minnesota

Self-Directed Search™*. John Holland. Odessa, FL: PAR Inc.

Strong Interest Inventory™*. E.K. Strong, Jr., J.C. Hansen, and D.P. Campbell. Palo Alto, CA: Consulting Psychologists Press

*These assessments although listed under Interests, may also assess aspects of personality and/or skills but in common practice are considered measures of interest.

PERSONALITY

Myers-Briggs Type Indicator®*. Katharine C. Briggs and Isabel Briggs Myers. Palo Alto, CA: Consulting Psychologists Press, Inc.

Please Understand Me. Character and Temperament Types. This book contains The Keirsey Temperment Sorter*. David Keirsey and Marilyn Bates. Del Mar, CA: Prometheus Nemesis Book Company

*Standard Jungian based assessments of psychological type.

VALUES

Career Anchors. Edgar H. Schein, San Diego, CA: Pfeiffer & Company

Career Beliefs Inventory. John Krumboltz. Palo Alto, CA: Consulting Psychologists Press

COPES Values Inventory. Robert R. Knapp and Lila F. Knapp. EDITS, San Diego, CA

Invest In Your Values. Beverly Bernstein and Beverly Kaye. Insight Publications, Los Angeles, CA

Values Scale. Donald Super and Dorothy D. Nevill. Palo Alto, CA: Consulting Psychologists Press

CAREER EXPLORATION RESOURCES

Dictionary of Holland Occupational Codes. 2nd Edition, Gottfredson, Gary D., and Holland, John. Odessa, FL: PAR, Inc., 1989

Dictionary of Occupational Titles. 4th Edition Revised, U.S. Department of Labor, 1991

Enhanced Guide for Occupational Exploration. Maze, Marilyn and Mayall, Donald. Indianapolis, IN: JIST Works, Inc., 1991

Guide for Occupational Exploration. Harrington, Thomas F. and O'Shea, Arthur, Eds., 2nd Ed. Circle Pines, Minnesota: American Guidance Services, 1984

Occupational Outlook Handbook. U.S. Department of Labor, 1992-93 U.S. Government Printing Office, Washington, D.C., 20402

U.S. Industrial Outlook. U.S. Government Printing Office, Washington, D.C., 20402

World-of-Work Map. The American College Testing Program (ACT), Iowa City, Iowa 52243

GENERAL

Books on specific careers

Community or college career centers

Files of leaflets, briefs, pamphlets. Most libraries collect this type of information

Informational interviews

Literature produced by professional associations

THEORETICAL LITERATURE

Bolles, Richard N. **The Three Boxes of Life and How to Get Out of Them**. Berkeley, CA: Ten Speed Press, 1978

Haldane, Bernard. **Career Satisfaction and Success**. New York: Anacom, 1974

Hammer, Allen and Kummerow, Jean. **Strong + MBTI Career Development Guide**. Palo Alto, CA: Consulting Psychologists Press, 1992

Holland, John L. **Making Vocational Choices: A Theory of Careers**. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1973

Kaye, Beverly. **Up is Not the Only Way**. Englewood Cliffs, NJ, Prentice Hall, Inc. 1982

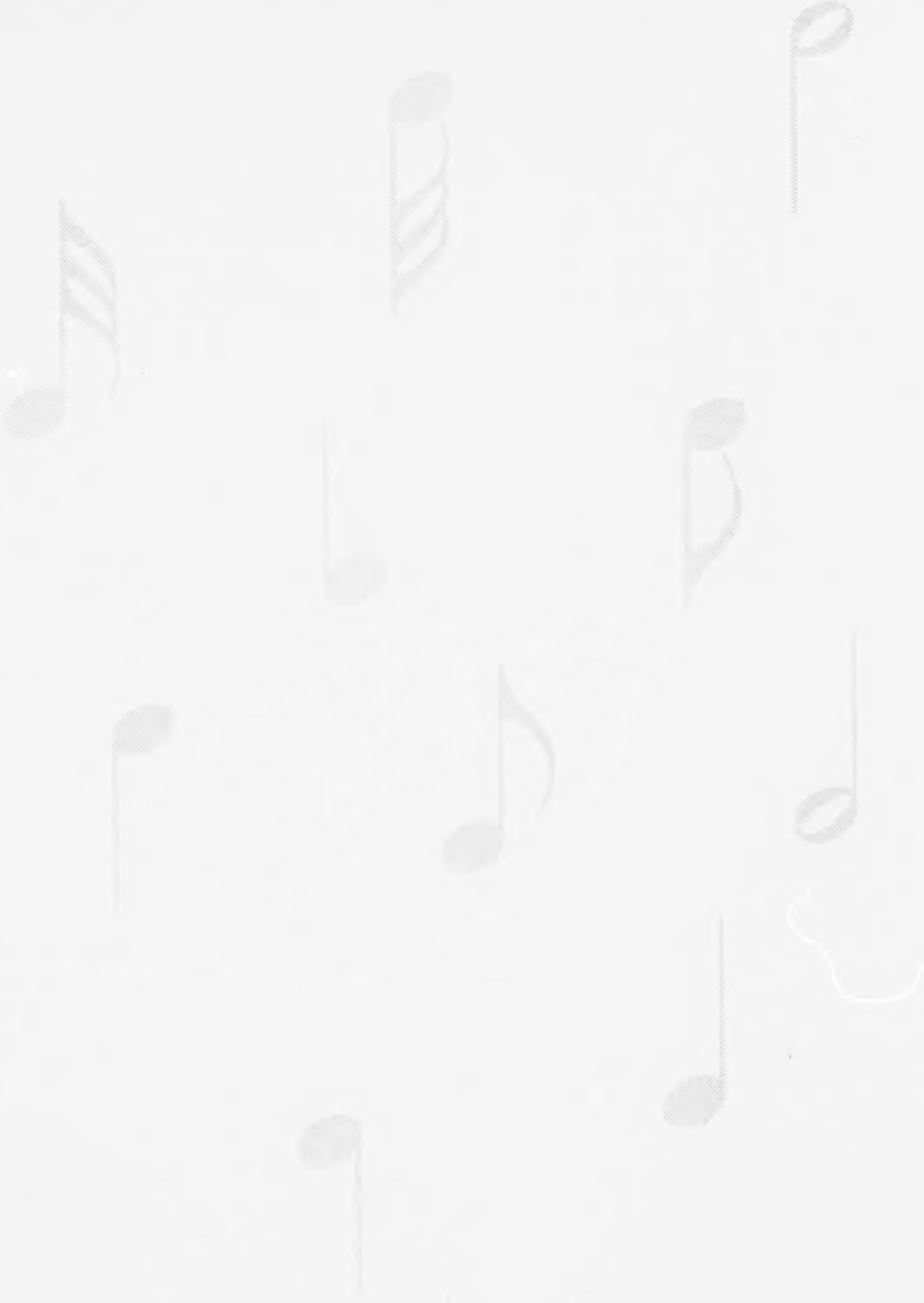
Leibowitz, Z, Farren, C., & Kaye, B. **Designing Career Development Systems**. San Francisco, CA: Jossey-Bass, 1986

Miller, Arthur & Mattson, R.T. **The Truth About You**. Berkeley, CA: Ten Speed Press, 1989

Kummerow, Jean. Editor - **New Directions in Career Planning and the Work Place**. Palo Alto, CA: Consulting Psychologists Press, 1991

NOTES

NOTES



Skills for the 21st Century

The marketplace of the 21st Century will force skills into a central role for both individuals and companies.

This compels career development facilitators and workers alike to develop a flexible mix of skills, and learn to adapt these skills to changing employment needs.

We believe **SKILLSCAN** helps accomplish this important goal.

Lesah Beckhusen
Lorraine Gazzano

What Our Customers Say About SKILLSCAN

The card sort method generates greater client participation, recall, excitement and enlightenment. The common client response is, "I didn't realize how talented and diverse I really am".

Leland Smith, Occupational Analysis, Carmel Valley, CA

*People like the hands-on process and the tangibility of **SKILLSCAN**. The availability of immediate feedback is another excellent feature. When combined with other instruments such as the Myers-Briggs Type Indicator and interest inventories, it helps focus the other information.*

Craig Rider, Career Resources, Inc. Dayton, Ohio

***SKILLSCAN** helped my clients think in terms of "skills" rather than job duties. It also helped them in writing their resumes.*

Ruth Okimoto, Career Development and Diversity Consultant, Berkeley, CA

*We use **SKILLSCAN** in over 60 self-assessment workshops per year. It is also included in individual counseling, our career testing package and self-marketing class. It is consistently evaluated by our clients as one of the "most effective" exercises offered.*

Robin Holt, Director of Counseling and Curriculum, Alumnae Resources, San Francisco, CA

SKILLSCAN Professional Pack
P.O. Box 587, Orinda, CA 94563
(510) 254-2705

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SKILLSCAN
PROFESSIONAL PACK

PERSONAL SKILL PROFILE

FOOD PREP
WRITE
SELL
EVALUATE
PLAN
BUILD/CONS
HAND
INITIA
EDIT
SPEAK BEFORE
OPERATE EQUI
CRAFT
DELEGATE
CONSULT
ROLE

For ______________________________

Date ______________________________

SKILLSCAN Professional Pack
P.O. Box 587, Orinda, CA 94563
(510) 254-2705

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PERSONAL SKILL PROFILE

Instructions

1. Record Major, Secondary and Minor Role Skills, clockwise, according to color-coded skill categories. Use the reverse side to record remaining skills.
2. Complete the Skill Summary below.

Skill Summary

List below the three *preferred* color-coded skill categories in priority order and four *preferred* major role skills for each group.

1

2

3

Humanitarian (Orange) MAJOR

SECONDARY

MINOR

Communication (Yellow) MAJOR

SECONDARY

MINOR

Leadership/Management (Blue) MAJOR

SECONDARY

MINOR

Mental/Analytical (Gray) MAJOR

SECONDARY

MINOR

Physical (Green) MAJOR

SECONDARY

MINOR

Creative Expression (Lavender) MAJOR

SECONDARY

MINOR

Mental/Creative (Pink) MAJOR

SECONDARY

MINOR

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Optional SkillScan Professional Pack Information

Skills to Develop • Review Minimal or No Ability cards and list those you wish to develop.

Skill Categories Skills

1. Humanitarian (orange) ____________ ____________
2. Communication (yellow) ____________ ____________
3. Leadership/Management (blue) ____________ ____________
4. Mental/Analytical (gray) ____________ ____________
5. Mental/Creative (pink) ____________ ____________
6. Creative Expression (lavender) ____________ ____________
7. Physical (green) ____________ ____________

Other Minimal or No Ability • List remaining Minimal or No Ability cards.

____________ ____________ ____________

____________ ____________ ____________

____________ ____________ ____________

Unwilling to Use • List below those skills you are Unwilling to Use.

Skill Categories Skills

1. Humanitarian (orange) ____________ ____________
2. Communication (yellow) ____________ ____________
3. Leadership/Management (blue) ____________ ____________
4. Mental/Analytical (gray) ____________ ____________
5. Mental/Creative (pink) ____________ ____________
6. Creative Expression (lavender) ____________ ____________
7. Physical (green) ____________ ____________

SKILLSCAN
PROFESSIONAL PACK

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MINIMAL
OR
NO ABILITY

©1987 Beckhusen/Gazzano

COMPETENT

©1987 Beckhusen/Gazzano

UNWILLING TO USE

©1987 Beckhusen/Gazzano

SECONDARY ROLE

©1987 Beckhusen/Gazzano

MINOR ROLE

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MAJOR ROLE

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COMMUNICATION (YELLOW)

EXPLAIN

Express or communicate a message, information or an idea in a clear and understandable manner.

©1987 Beckhusen/Gazzano 1

INFLUENCE/PERSUADE

Convince others to adopt a belief, change an attitude or take action.

©1987 Beckhusen/Gazzano 2

FACILITATE GROUPS

Support or ease interaction for the purpose of reaching an agreement or common goal.

©1987 Beckhusen/Gazzano 3

SERVE AS LIAISON

Act as a catalyst or connection between people or organizations to enhance communication.

©1987 Beckhusen/Gazzano 4

PROMOTE

Use of creative concepts to persuade through media, special events or personal involvement.

©1987 Beckhusen/Gazzano 5

MEETING THE PUBLIC

Represent an employer to the public; receive or greet others; demonstrate a product or service to the public.

©1987 Beckhusen/Gazzano 6

CONSULT

Provide a high level of expertise in the evaluation of needs and problems to recommend solutions and a plan of action.

©1987 Beckhusen/Gazzano 7

INTERVIEW

Elicit views or probe for information through verbal questioning.

©1987 Beckhusen/Gazzano 8

COMMUNICATION (YELLOW)

MOTIVATE

Stimulate individuals or groups to take action for optimal results.

©1987 Beckhusen/Gazzano

9

WRITE

Compose written forms of communication demonstrating skill in the use of language, grammar and punctuation.

©1987 Beckhusen/Gazzano

10

SELL

Describe features and benefits of a service or product to match the needs of potential buyer. Convince prospect to make a purchase.

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11

SPEAK BEFORE GROUPS

Deliver a message or point of view to an audience with the intent of informing and/or entertaining.

©1987 Beckhusen/Gazzano

12

HUMANITARIAN (ORANGE)

COUNSEL

Capacity to listen with objectivity; to facilitate client awareness of issues and provide guidance and advice in decision-making.

©1987 Beckhusen/Gazzano

13

PROVIDE HOSPITALITY

Welcome guests or strangers with warmth and generosity.

©1987 Beckhusen/Gazzano

14

TAKE CARE OF OTHERS

Care about and take specific action to improve attitude, health or welfare of others.

©1987 Beckhusen/Gazzano

15

COACH

Explain, guide, encourage individuals to achieve goals.

©1987 Beckhusen/Gazzano

16

TRAIN/INSTRUCT

Teach or explain specialized information to others by demonstration, explanation or practice.

©1987 Beckhusen/Gazzano

17

LISTEN

Focus carefully on a speaker's verbal and behavioral communication to determine an authentic meaning.

©1987 Beckhusen/Gazzano

19

ADVOCACY

Represent and support the goals of an organization or cause.

©1987 Beckhusen/Gazzano

18

LEADERSHIP/MANAGEMENT (BLUE)

NEGOTIATE

Bring about a settlement or agreement by bargaining.

©1987 Beckhusen/Gazzano

20

DECISION-MAKING

Identify and choose an option from among alternatives.

©1987 Beckhusen/Gazzano

21

DELEGATE

Assign tasks to others in order to achieve desired objectives.

©1987 Beckhusen/Gazzano

22

MEDIATE

Resolve or settle differences by acting as an intermediary between two or more conflicting parties.

©1987 Beckhusen/Gazzano

23

COORDINATE

Arrange the proper sequence and logistics of events or activities.

©1987 Beckhusen/Gazzano

24

INITIATE

Put an idea, plan or task into action without direction.

©1987 Beckhusen/Gazzano

25

ORGANIZE

Pull together elements into an orderly, functional and structured whole.

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26

SUPERVISE

Direct the performance of workers and monitor work projects.

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27

LEADERSHIP/MANAGEMENT (BLUE)

PLAN

Formulate a series of steps to meet goals and objectives.

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28

DETERMINE POLICY

Develop guidelines and strategies for carrying out a course of action.

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29

IMPLEMENT/FOLLOW-THROUGH

Take necessary action to ensure the completion of a project.

30

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MENTAL/ANALYTICAL (GRAY)

PROBLEM-SOLVING

Trace and identify the sources of a problem and provide a solution.

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MANAGE RECORDS

Collect, classify and process data using records or a computerized information system.

©1987 Beckhusen/Gazzano 32

CALCULATE/COMPUTE

Execute simple mathematical operations to determine an exact amount.

©1987 Beckhusen/Gazzano 33

MONITOR

Oversee and regulate flow of work assignments or projects.

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RESEARCH/INVESTIGATE

A systematic search using observation, comprehension of written resources, or interviewing key sources for discovery or application.

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CATEGORIZE

Organize information or objects into groups or classifications.

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EDIT

Revise and improve written material for final use.

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OBSERVE

Watch closely, or be acutely aware of behavior, information or objects.

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ANALYZE

Examine in detail or to separate data, an idea or an object into its parts.

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BUDGET

Plan or schedule expenses or operating costs against fixed income for a specified time period.

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MENTAL/CREATIVE (PINK)

VISUALIZE

Form mental pictures or images. Receptive to an inner vision.

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BRAINSTORM

Unrestrained generation of ideas or possibilities.

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DEMONSTRATE FORESIGHT

Ability to perceive and anticipate future trends or possibilities.

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CONCEPTUALIZE

Form new or creative ideas, theories or processes.

©1987 Beckhusen/Gazzano 45

IMPROVISE

Act and prepare on the spur of the moment, using materials at hand to fill an immediate need.

©1987 Beckhusen/Gazzano 46

USE INTUITION

To rely on insight or hunches beyond the reach of the senses.

©1987 Beckhusen/Gazzano 47

SYNTHESIZE

Combine separate parts or elements to form a new whole, as in a concept or theory.

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USE OF MEMORY

The power or process of recalling to mind facts, faces or patterns from the past.

©1987 Beckhusen/Gazzano 49

CREATIVE EXPRESSION (LAVENDER)

PRODUCE EVENTS

Plan, arrange and carry out artistic display or theatrical events.

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COMPOSE/AUTHOR

Create an original musical or literar work.

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CRAFTMAKING

Use manual dexterity and design skills to produce creative objects or products.

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FOOD PREPARATION

Plan, purchase, cook and serve food or meals with nutritional and aesthetic appeal.

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DISPLAY

Presentation of ideas in an aesthetically pleasing form; pictures for public display; products in store windows.

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DESIGN

To form a scheme or plan in the mind and carry it out into a written form, outline, object, product or invention.

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CREATE IMAGES

Provide artistic expression of an image through sketching, painting, photography or sculpture.

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PERFORM

The unique expression of an inner ideal into an artistic or entertaining form as in singing, dancing, acting or playing an instrument.

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INVENT

Originate or devise a new product or process through experimentation.

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PHYSICAL (GREEN)

OPERATE EQUIPMENT

Control or adjust the operation of mechanical or electronic equipment as in office automation or industrial machinery.

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BUILD/CONSTRUCT

Form or make by putting together materials, parts, etc. Erect.

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WORK OUTDOORS

Protect, optimize use of, or work with nature and the environment, including animal life, iand and natural resources.

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REPAIR/RESTORE

Diagnose and correct the malfunction(s) in mechanical or electronic equipment. Renew objects to original condition.

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USE BODY COORDINATION

Use body with agility, strength and stamina, as in athletics, dance or physical labor.

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HAND DEXTERITY

Ability to use hands with skill and precision with objects, tools and machines or to create arts and crafts.

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